

Break

Ramsbotham père

Sir Peter Ramsbotham, the British Ambassador to the USA whose replacement by the Prime Minister's son-in-law has been arranged amid so much acrimony, is the son of a former president of the Board of Education. His father was Herwald Ramsbotham, the first Lord Soulsbury, who presided over the Board in 1940-41 and had already begun the preparations which led to the 1944 Act before he was succeeded by the present Master of Trinity. It was Herwald Ramsbotham who set up in 1940 the committee of senior officials which drafted the famous Green Book, which formed the basis of subsequent negotiations. He later joined Burnham, Pelham, Whitley, and the rest of the immortals who have given their name to salary negotiating bodies.

Flying mandarin



Geoffrey Holland

Geoffrey Holland is a man, which in the Whitehall vernacular is a quantitative statement. It means that he has ascended the administrative ladder two steps at a time, and not by luck. Talented mandarins, if not actually born with wings, have their flight plans mapped out for them pretty early on. The mild mannered ex-rank commander who has given his name to the national plan for school lunches published this week was marked out for rapid promotion soon after his arrival in the then Ministry of Labour in 1964. Put to work in the minister's private office, he planned the uncharismatic Joseph Godber and, more important, got along even better with Ray Gunter, the expansive and

demanding Welshman who took over the department in the first Wilson Government. Holland also came to the attention of John Cassels, 10 years older, who, as one of the minister's principal private secretaries, was a little further up the ladder, another flier in a department which did not attract many of the breed. Soon after Cassels became chief executive of the newly formed Training Services Agency in 1972, he brought Holland over to head planning.

For Holland it was the equivalent of breaking the sound barrier: he became an assistant secretary at 34, a year before the normal minimum age. At the end of 1975 Cassels took over the agency's rapidly expanding parent body, the Manpower Services Commission; and, unsurprisingly, Holland took over its planning.

The two are said to be able to work very effectively at a level their colleagues cannot always follow, though their views are not always identical. While both men regard youth unemployment as the most critical issue with which the commission is faced, Holland appears to lean towards the view that it is structural, a permanent in-built feature of capitalist economies. Cassels believes that it is closely related to the economic cycle and furthermore increasingly rare in Whitehall—that full employment for all age groups can and should be achieved again.

Beeb's coy cover

The BBC has buried two of the Open University's much acclaimed drama productions in the cemetery of a Saturday morning 7.40 slot where it is doubtful whether even Open University students will find them, let alone other members of the vulnerable general public, for whom they are also intended. The BBC has also demanded cuts in the production of Joan Genet's *The Balcony*, apparently on the grounds that some of the scenes are too sexually explicit.

The Corporation is not being very specific about its reasons except to say that the content is unsuitable and to suggest that it is particularly concerned about child viewers. Perhaps so, though it seems naive of Beeb to believe that children do not watch television before 8.30 am—particularly on Saturday. If this is in fact the case, surely a better solution would have been to screen the programmes, like other "adult" material late at night.

The series has cost a great deal of money—£20,000 for one programme—a lot of which has come from an American company seeking prestige productions for United States networks. They feature some of our best actors and actresses, including Vivienne Merchant, who appears in *The Balcony*, Donald Pleasance and Corin Redgrave. And, though some of the plays have had to be adapted to fit the 50 minutes allowed, they are made to stand on their own and not just to complement other Open University mat-

erial. (A book, "Sophocles to Figaro", has been written to accompany the series for the general viewer.)

Most critics agree that they are a first-class choice of plays, lavishly produced and well acted. The Open University has asked for adult evening viewing time, but has been told the BBC finds the content of the series, suitable. However, only three of the series have been specifically named and only *The Balcony* refused time altogether. So why does not the BBC screen the rest in the evening?

Until the Corporation clears up some of the questions surrounding the present controversy, the suspicion must rest that what it is afraid of is Open University programmes, however good and however suitable, nibbling away at peak viewing times, and that it is applying one standard to Open University programmes, which are candidates for these times, and another to programmes emanating from the BBC.

No flies on Camden

Rumour has it that North London's posh mafia have found a way of thwarting the ILEA in the way of turning their neighbourhood boys' grammar school, William Ellis, into a comprehensive.

In inner London, children transferring to secondary school are put into three ability bands by their primary heads, 25 per cent above average (band 1), 50 per cent above average (band 2), 25 per cent below average (band 3). Secondary school intakes are then controlled to ensure that each school gets its fair share of each band.

William Ellis, with its excellent academic reputation, is likely to be hugely over-subscribed for band 1 places when it takes its first comprehensive intake next September. So what to do? No good trying to get round the primary heads.

The ruse is, so these diabolically cunning parents say, to send the children to a private prep school for a while. Then the prep school coaches the child to interview as a complete moron, thereby ensuring that he appears in the band 2 or 3 quota. And there's nothing like the pressure on those places... You would need to live nearby, of course.

Politics of holidays

A week more in July and a week less in December could save Leicestershire £36,000 in hearing. So it would seem quite sensible to make the relatively small change to end the summer term on July 8 instead of July 1 in a county which is in any case out of step with the rest of the country and give the children three weeks off at Christmas.

But things are not that simple. The first two weeks of July are universal holiday time in parts of the county, particularly Leicester and Loughborough, when firms and businesses close and families take off to the sea. That is why they



McKee

"Dutton at everything, yes. But a failure? He's the only one with a cup final ticket."

have such an early end to the summer term now. And the education committee's proposal to alter the term is stirring up a merry cloud of dust.

Cries of "why no consultation?" are to be heard from trade unionists and employers, and with their threats of non-cooperation. Non-sceptics might wonder what sort of threat that is but, as it happens, in Leicestershire there is an unusually developed level of cooperation between education, unions and employers over such things as work experience, secondment and employment of young school leavers. There actually is something to boycott.

Why no consultation then? It may have something to do with past history. In 1967 the local chamber of commerce and the local trade council decided—without consulting the education authorities—to declare the first two weeks of July holiday time. At that time the schools had the sort of summer term most schools have, ending sometime in mid-July. However, faced with the mass exodus they had no choice but to alter the dates.

Still consultation is all the vogue now and the full council, meeting for the first time on Wednesday (after we went to press) were expected, besides celebrating the return of 75 Conservatives to 17 Labour seats, to try to avert the row by referring this priority proposal back to the committee.

Whose advantage?

"Educational disadvantage is a flag of convenience which enables the state to sail on what must be a somewhat unprofitable course," writes Colin Roberts, HMI and director of the Centre for Information and Advice on Educational Disadvantage (CED) in the first issue of the centre's fortnightly journal, *INTERCEED*. Seasoned observers of the race relations and disadvantage industries have been familiar with—and sceptical of—CED's sense of con-

science ever since it published the distinction between educational disadvantage and the educational problems of blackness. The centre, set up in 1972, suffers from its criticism of them black—from the disadvantage of being on the good and the great. The Clerys for the purpose of the right notes and advantages.

Whatever the truth of accusations CED has so far broadcast they go public. It is to be seen? *INTERCEED* is opposed out and planned by people are working with youngsters and adults who a disadvantage in education.

Not unnaturally, her every word is scrutinized these days for clues to future action. On Monday it was her turn to answer questions in the education sub-committee of the House of Commons. *INTERCEED*'s lead was steadfastly in the middle of reviewing "the attainments of the Park council estate", by school-leaver.

The meeting takes place in Committee Room 6, where the elegant and penetrating June Pookes, MP, presides. Miss Pookes is a backboner who has begun to make a name for herself in this kind of inquiry. Mrs Williams sits with Mr James Hamilton, ILEA's Permanent Secretary, and Miss Sheila Browne further down the table. They begin with some friendly banter, but Mrs Williams' forthrightly scolding about truancy.

DES clearly has doubts about its 1974 survey which showed an unjustified absence rate at the secondary level of 2.2 per cent. Mrs Williams explains the confusion between truancy and unjustified absence: truancy is absence without the parents' consent, but a lot of unjustified absence is condoned or even sanctioned by parents. Without much difficulty she has made it sufficiently confused for the committee to move on to the next question—

but not before the DES's own reluctance to get to grips with the matter has been brought out, and the department has underlined its own role as a bored spectator at a game played by I.E.A.s.

THE TIMES Educational Supplement

I'm afraid I can't give a straight answer...

drafts of the Green Paper begin to seep from their pigeon-holes in Elizabeth House. Mrs Williams comes nearer help and... Sir Alec... the time when she will have to step down from her chief inquisitor's rostrum, and put forward some answers to the questions she (and behind her, the Prime Minister) has raised so astoundingly. If the final version of her document is anything like the drafts which are now circulating, she is going to have her work cut out to pass off the Department's soggy response as crisp conclusions in a Great Debate.



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Mr Robert Rhodes James

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technics which had to offer students remedial mathematics in the first year? And at the other end of the scale, what about the remedial work needed by school leavers before they could enter City and Guilds courses, about which witnesses had told the committee? Was it because there were too many competing syllabuses—50 different mathematics A levels? This got a mixed response from the DES contingent. Mrs Williams agreed that there was a need for teachers and L.A.s to look at the more successful courses and draw conclusions. Miss Sheila Browne denied that there were "any A-level syllabuses which shouldn't exist", and insisted that teachers had "to teach from their strengths". Mr Hamilton pointed out how little quantitative evidence there was on which to base complaints about standards. As for anecdotal evidence, he could point to vice-chancellors who did not believe standards had fallen. Even in Scotland, where the curriculum and examination system was more streamlined, there was the same conflict of positive and negative comment.

And so on and so forth. Mrs Williams and her colleagues withdrew, having shown without difficulty how complicated it all is, and what a short distance the home-spun commonsense which imbued the Prime Minister's Rusklin speech gets you when you try to penetrate the educational standards jungle. Still, penetration is Miss Pookes' stock-in-trade; perhaps the sub-committee will surprise the world and reveal the truth. Perhaps not. As for the Green Paper, it will be more sensible to look to this for a strategy for tackling questions about the quality and effectiveness of education, than for any coherent answers.

No comment

Group (K) Infant Cookery should read: *Development of Language and Mathematical Concepts through Baking with Infants*—Amendment by county education officer to induction conference programme.

Bad art in Wales

Welsh HMI say much of the art done in secondary schools is outmoded and trivial.

Parents as partners

In the second of this two-part feature series Barbara Tizard finds profound disagreement between parents and teachers over what is for school.

Review champs

Winners of the primary schoolbook review competition, Virginia Makins looks at the books chosen and the way they were reviewed.

Extra: Secondary books

Leaders, 2; personal column, Gerry Fowler, 4; science diary, 8; foreign news, 10-11; letters, 12-13; features, 14-15; Community School, 15-17; books, 18; studies, childcare, 19-21; literature, travel, 19-21; Resources, audio-visual equipment, Montessori schools, 24-25; Arts reviews, cinema, dance, theatre, drama, careers, 70-71; chess, crossword, 72.

Binyon meets Boyer

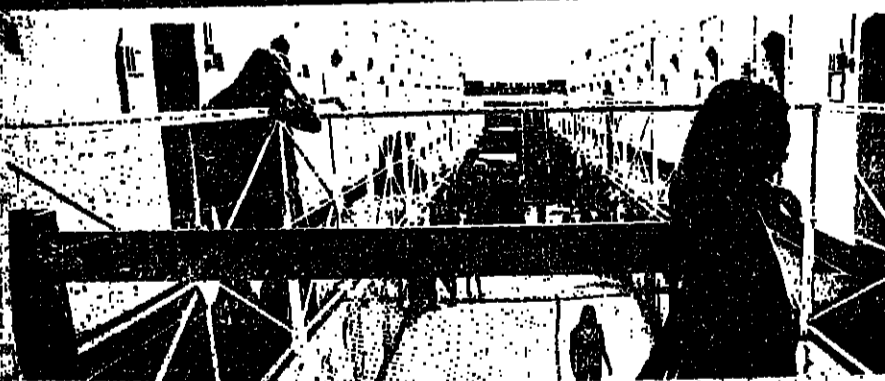
Michael Binyon, North American correspondent, talks to Dr Ernest Boyer, the new United States Commissioner of Education.

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Lock up only hard core offenders?

by Frances Stadden

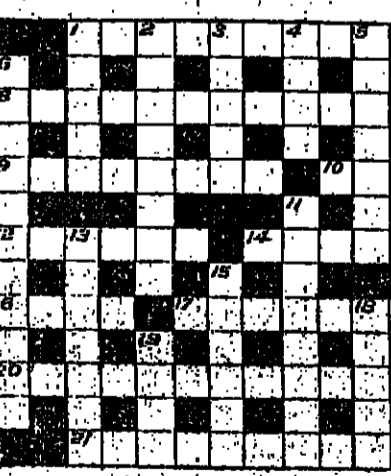


Lock up only hard core offenders?

Dealing with children in trouble by putting them away in institutions is a self-defeating exercise and a waste of the huge amounts of money that the taxpayer has to contribute. What the education system should do is to identify the most dangerous young people in the community and residential institutions should be closed. This policy is believed to be one of the most effective suggestions outlined in a draft report by the National Association for the Care and Resettlement of Offenders. The report, which is being published in a series of two parts, is being prepared by a working party set up by the association last autumn to examine the matter of urgency, how the 12,000 young offenders in institu-

tions might be more effectively cared for within present financial limits. The working party members, all of whom except the chairman, Mr Peter (Sir) Ambrose, are from the United States of America, have been professionally involved with children, have taken a hard look at the nature of juvenile crime, and at the purposes and effectiveness of present arrangements for dealing with it. The report considers whether the generally disappointing results of existing legislation and methods are the fault of a system that is basically sound, but not working properly, or of a fundamentally unjust and unworkable approach. The committee was appointed in agreement that dangerous children from institutions should be discussed as an option but not that it be

Crossword No 1,086



Across

- 1 Home help may have painful patella (9)
- 2 Do they go to sleep at their jobs? (6)
- 3 They bring blondbrown hair, which brought labours (3)
- 4 Chronical end to a musical piece (4)
- 5 Theirs, but not yours (4)
- 6 Spoken word puts heart into the man (6)
- 7 Here lies St Columba (6)
- 8 Dickensian's limit (6)
- 9 Cover up for the D.I.Y. decorator (8)
- 10 Lethal vessel? (9)
- 11 How do you feel about an oppressed race? I have the patience of Job (7)
- 12 He's all yours in the Magistrates' Court (7)
- 13 While Erica has something in the pipe line (5)
- 14 Main the word to Horus (4)
- 15 boots my confidence (6)
- 16 Here lies St Columba (6)
- 17 Dickensian's limit (6)
- 18 Cover up for the D.I.Y. decorator (8)
- 19 Lethal vessel? (9)

Down

- 1 How do you feel about an oppressed race? I have the patience of Job (7)
- 2 He's all yours in the Magistrates' Court (7)
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- 4 Main the word to Horus (4)
- 5 boots my confidence (6)
- 6 Here lies St Columba (6)
- 7 Dickensian's limit (6)
- 8 Cover up for the D.I.Y. decorator (8)
- 9 Lethal vessel? (9)

Maths teasers

PLAYING WITH NUMBERS

- EXAMPLE
- Choose any number with four digits 3729
- Add the number which has the same digits in reversed order +9273
- 13002
- (i) Explain why the resulting number is always a multiple of 11 =11(182)
- After division by 11, subtract the sum of the four digits -21
- 1161
- (ii) Explain why the resulting number is always a multiple of 9 =9(129)
- After division by 9, subtract again the sum of the four original digits -21
- 108
- (iii) Explain why the resulting number is always nine times the sum of the first and last digits =9(3+9)

SPACE TRAVEL

Two satellites encircle the earth once each day in elliptical orbits at heights of 95 and 110 miles above the surface of the earth. What is the difference in the lengths of their orbits? How much faster does the satellite in the outer orbit prove than the one in the inner orbit?

FAIR SHARES FOR ALL

A group of children is sharing equally the pile of windows more children join the group adding 20 apples to the pile. The sharing has been such that each child receives one more than the first sharing. How many children were in the original group? How many apples had they?



EDUCATIONAL SUPPLEMENT

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Obvious, urgent and overdue

The modest proposals of the Joint Mathematical Council to upgrade the standards of mathematics teachers as good a starting point as any in a process that is by now long overdue. There is a great deal to agree with in their suggestions which include an increased mathematics element in primary teacher training, and getting more underqualified secondary mathematics teachers on to in-service courses. There is little that is new, but as a package they encapsulate many of the much-needed reforms that are no less urgent for being obvious. Clearly we cannot afford the 20 years the Council says it will take to implement them fully, but it undoubtedly will take time, so a start has to be made right away.

Regardless of any conclusions yet to emerge from the present debate about the style and content of schooling, the Council sensibly takes the view that better mathematics teaching will not come about without better mathematics teachers. Above all, that means teachers who know what they are talking about. For some time now, it has been obvious that well-trained mathematics teachers are desperately scarce. This has meant that many less qualified teachers, often not trained in mathematics at all, have been asked to teach the subject. So obvious has this shortage become, that even the Government seems to have heard about it.

The plans to expand opportunities for retraining for potential teachers of mathematics, physical science and craft subjects announced in Wednesday's despatch to be warmly welcomed. It is not to be some doubt about how many will be able to respond—and go through the elaborate hoops needed to receive the quite generous grants—in time for courses starting in September. But it is only in the 1977 Budget that the money was announced for the scheme, and the departments concerned claim that the

plans have been worked out with the utmost urgency. The great majority of beneficiaries under the scheme are likely to be already serving as teachers, and they will have to get secondment to spend a year upgrading their skills. While they are away, the Local Government Training Board (i.e. the Training Services Agency) will pay employers £3,500 towards the cost of a replacement.

One feature of the JMC proposals is the suggestion that the level of mathematics a teacher should be allowed to teach to, should be tied to his own accredited level of competence in the subject. Though this is something of a radical departure from the tradition that a teacher is a teacher is a teacher, this is the least important of the Council's suggestions. If the more important measures for training and retraining more and better mathematics teachers are carried through successfully, the idea will be redundant in mathematics as it is in any other subject. And if those teachers who have allowed themselves to be pushed in out of their mathematical depths are, as the Council suggests, to be allowed 20 years to find their professional consciences anyway, there is little to be gained.

But even the JMC's more important suggestions, like making primary teachers more numerate by insisting on O level mathematics and giving remedial work at college where necessary, will take some years to implement, according to the Council. It estimates that it will take five years just for the colleges and their validating bodies to agree to them. If the DES is serious about its own new and vigorous role, it will have to come up with a way to speed this up, while recognizing that this is not something which can be adequately dealt with by a crash programme. Which is another way of saying its latest proposals can only be regarded as a welcome first stage in what must be a long-term programme of support for retraining.

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Centres of excellence

Dr Ralf Dahrendorf used the platform offered him by the Conservative Party education committee at the House of Commons on Tuesday to repeat—and develop—his earlier arguments for centres of excellence in higher education courses, where teaching and research are combined in an atmosphere which is to a large extent free of social, economic and political pressures, and which as nearly as possible resembles the medieval ideal of a university.

The expansion of higher education in West European countries has, in his view, made such a model both unrealistic and impractical for the main part of institutions of higher education.

But, he argues, the old model is the right one for a society limited number of people, and the health of civilized democracies depends upon their being offered the opportunity to work in this way.

Can such corners and niches be provided within large institutions in this country as they are to a large extent in North America? Can our institutions give along the lines described by Clark Kerr, when he coined the term "multiversity" to apply to the diverse activities pursued under the umbrella of the University of California at Berkeley? Or, should certain separate institutions—so they universities or research institutes—must be allowed and encouraged to develop along highly specialized and selective lines while others concentrate on mass higher education.

Dr Dahrendorf's commitment to the establishment of a new research and study institute in London on lines analogous to the American Brookings Institute is well known. So is his resignation at the failure of the idea so far because the "time" needed to run such an institute is not forthcoming.

Early in his answers to questions was the suggestion that extra public funds should be made available to foster centres of excellence and that their capacity to raise funds from other sources should be improved. He is not unaware of the political difficulty of such a suggestion. Nor was his host, Mr John Stevens, slow to point out the Conservative interpretation that can be placed upon it.

Dr Dahrendorf was a founder member of the University of Konstanz. The separate research niches established within that university when it was set up are being eroded under what he describes as the jealous pressure from other members of the faculty who resent the apparent privilege and status of those working in such units. The deliberate creation of differentiation within institutions seems to be one of the most difficult things to do, he told his audience.

Though Dr Dahrendorf confused himself, of course, in discussion of higher education, his use of the expression "comprehensiveness" to describe the new institutions of mass higher education which have developed in Europe in the past 20 years, must have assisted his audience in making a connection between the difficulties of higher education and those of the secondary schools.

Differentiation within institutions is thought by many to represent the way out of the long drawn-out debate about the structure of secondary education. It is not obvious, however, what implications this must also apply to schools. But Dr Dahrendorf may well have succeeded in strengthening the resolve of his Conservative audience to defend grammar schools rather than look for ways of making comprehensive work better.

Power of the purse strings Green Paper to nudge schools to common core

Stuart Maclure

Most arguments about money are arguments about power. The present campaign of Mrs Williams for specific cash grants to back her chosen policies is a bid for power.

Last week's Green Paper shows that she and her Permanent Secretary, Mr James Hamilton, have made some progress in Whitehall. The Government now, it seems, accepts that there is a need for "some modest increase in the proportion of government aid payable as specific and supplementary grant, particularly in relation to the education service".

No one who is engaged in the work of the education service should be brushed aside as a dreary financialist issue which can be left to the treasurers and accountants. The power struggle between Mrs Williams and the rest of Whitehall (mainly the Department of the Environment and the Treasury) is the greatest importance to the future development of English education.

It is the underlying reality behind the posturing in the Great Debate. Both Mrs Williams and those who are resisting her claims have strong arguments to call upon. How the argument is resolved is likely to determine whether or not education remains in local government.

First, then, what is Mrs Williams's case? She is charged under Section 1 of the 1944 Education Act with the ultimate responsibility for promoting "the education of the people" through the local education authorities under her control and direction. Yet her control and direction are strictly limited. She cannot determine what authorities should or should not spend public money on, and she has strictly limited power to offer financial incentives to persuade them to adopt her priorities.

This seems unreasonable to Mrs Williams in the new thrusting mood initiated by the Prime Minister's Rusklin speech. Two aspects of policy in particular have brought the issue to the fore. One is the in-service training of teachers; the other is the raising of standards and training of the 16 to 19-year-olds, and the need to balance the activities of the Manpower Services Commission with appropriate educational provision.

In-service training is a small but important part of education which is needed on its own merits, and also to ease the appalling process for teacher education. Better induction arrangements are needed for teachers in their first year; they ought to be provided as a normal part of every authority's teacher employment policies. And a start ought to be made on expanding other forms of in-service training.

Mrs Williams believes this could be done if money for the purpose could be taken from the cash allocated without serious effect to the Rate Support Grant through the local authority spending, and were paid out instead by the DES to

authorities carrying out approved programmes of in-service training. Money for the 16 to 19 programme is no less pressing, though exactly what will be needed if the government adopts the Lofland report and expands job creation and work experience programmes, remains to be seen. What has been established is that the government is prepared to spend freely on the needs of this age group, provided they can be sure that the money allocated for the purpose actually reaches its target.

Unfortunately, the DES ministers have to admit to their colleagues that such disbursements through the RSG cannot be targeted from year to year. Nor can it be used to ensure an even response, nationwide. So the Cabinet looks for other means of pumping in funds—meaning the MSC and the Training Services Agency and a significant shift of power takes place away from education interests, towards those of employers and trade unions.

These are powerful arguments, but so too are those of the local authority pundits who point out that, as soon as specific grants are introduced, they will influence authorities negatively as well as positively. True, specific grants will persuade authorities to step up in-service training on DES terms. But they will immediately stop any schemes already under way in the way the DES is pushing its agenda. All this is leading to is a national financial structure which will be revised before publication, but it clearly indicates the national considerations which will be at the heart of the DES's regional structure which will be revised before publication.

The Great Debate showed that present powers were widespread anxiety that further education would be cut. But those who are not of the DES are not of the DES. The draft paper says the way the DES is pushing its agenda is to be done through the RSG. In the meantime, however, all this is leading to is a national financial structure which will be revised before publication, but it clearly indicates the national considerations which will be at the heart of the DES's regional structure which will be revised before publication.

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This is a practical argument about the practical effects to be expected from specific grants. It is also the theory of the general management theory which assumes that local democracy is important, and can be destroyed if all initiative passes from the periphery to the centre.

Many people in local government would admit that there has been a manifest failure to do enough about in-service training, but they would say this is part of the present malaise in local government which owes a great deal to the squeeze which the Chancellor has applied to their means of growth. Recent RSG negotiations have shown that the light has been held down, while rates, especially in the counties, have been forced up.

Of course, authorities have made cuts, but these cuts are the intended result of Government policy. When the Treasury is

prepared to let out a national framework for primary and secondary curricula is to be developed by Mrs Shirley Williams, the Education Secretary. A draft of the Green Paper has been prepared by the Department for Education and Science, and is being prepared for publication. Details of which will be revealed in *The Times* next week—sets out clearly that she intends to devise this national framework in cooperation with local authorities. Teachers will then be free to decide how to teach the subjects considered to be essential. Local authorities have a long list of English, maths, religious education and science. Specific subjects will be the basic subjects of long-term study in secondary schools. It is naive to suppose that schools should concentrate on teaching reading, writing, arithmetic and other subjects. No other subject should be neglected. But it is not sufficient that their children can read, write and do arithmetic. The Green Paper is the outcome of the Great Debate on education which was launched by the Prime Minister last October.

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Diana Geddes

The national framework for primary and secondary curricula is to be developed by Mrs Shirley Williams, the Education Secretary. A draft of the Green Paper has been prepared by the Department for Education and Science, and is being prepared for publication. Details of which will be revealed in *The Times* next week—sets out clearly that she intends to devise this national framework in cooperation with local authorities. Teachers will then be free to decide how to teach the subjects considered to be essential. Local authorities have a long list of English, maths, religious education and science. Specific subjects will be the basic subjects of long-term study in secondary schools. It is naive to suppose that schools should concentrate on teaching reading, writing, arithmetic and other subjects. No other subject should be neglected. But it is not sufficient that their children can read, write and do arithmetic. The Green Paper is the outcome of the Great Debate on education which was launched by the Prime Minister last October.

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The Great Debate showed that present powers were widespread anxiety that further education would be cut. But those who are not of the DES are not of the DES. The draft paper says the way the DES is pushing its agenda is to be done through the RSG. In the meantime, however, all this is leading to is a national financial structure which will be revised before publication, but it clearly indicates the national considerations which will be at the heart of the DES's regional structure which will be revised before publication.

Instead, if there is something which needs doing they will campaign for a specific grant. If in-service training were to be funded through the RSG, it would be subject to the same constraints as other in-service training. It would be subject to the same constraints as other in-service training.

This is a practical argument about the practical effects to be expected from specific grants. It is also the theory of the general management theory which assumes that local democracy is important, and can be destroyed if all initiative passes from the periphery to the centre.

Many people in local government would admit that there has been a manifest failure to do enough about in-service training, but they would say this is part of the present malaise in local government which owes a great deal to the squeeze which the Chancellor has applied to their means of growth. Recent RSG negotiations have shown that the light has been held down, while rates, especially in the counties, have been forced up.

Of course, authorities have made cuts, but these cuts are the intended result of Government policy. When the Treasury is



More control over what goes on in the classroom?

Details emerged this week of the reforms the Government has in mind following the Great Debate

different things and to emphasize different aspects of the curriculum. Continuity of method is important between one class and another and between different schools in one local authority area. It is also important when children move from one part of the country to another. If agreement could be reached on common educational requirements on choosing the best teaching methods.

Few inside or outside the schools would contest the importance of English and maths developed in up-to-date terms to the limit of pupils' skill and understanding. Together with religious education, those subjects (and it must be recognized that both found a place in parts of the curriculum other than those labelled English and maths) must surely remain the irreducible minimum.

The draft makes clear that Mrs Williams and the Secretary of State for Wales are responsible for education policy at national level. They have a duty to give leadership on educational issues which have be-

come a matter of lively public concern. It is therefore for them, in consultation with their partners in the education service, to set any national framework for the school curriculum.

It is then in turn for the local education authorities to coordinate the curriculum and its development in their own areas, taking account of local circumstances and consulting local interests.

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The Secretaries of State are entitled to expect that, nationally and within any one local authority area, the school curriculum matches up to national educational objectives. They propose to seek to establish a broad agreement with their partners in the education service on a framework for the curriculum, and particularly on whether part of the curriculum should be protected because it should be common to all schools and to all pupils at certain ages.

Local authorities and teacher unions will be invited to take part in consultations about a review of the curriculum in their areas. The Schools Council and other interested organizations will also be involved. A circular will then be issued asking local authorities to carry out the review and report the results.

Under a proposed radical reorganization of record keeping by schools, parents would have a right to information on how well their children were doing at school and on their class conduct and attendance. L.E.A.s are to be asked to report on their existing ways of recording pupils' progress, the arrangements for parents to see records and the value or status that the records should have.

The controversial issue of rigid testing of children at all ages is rejected in the draft paper, and the Government has decided to leave open the question of a new examination at 16 plus.

Hot and cold about the draft

Mr Terry Casey, general secretary of the National Association of Schoolmasters' Union of Women Teachers, welcomed the draft, although teachers had to guard their right to decide how a subject should be taught, and to set up an in-service training programme for channelling funds directly, inquiring minds, the ability to question and to argue rationally, and the ability to apply themselves to education, to which tasks.

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Letter to the Editor

Marxism at OU: Julius Gould answers

Sir—Early in February I contributed to the TES a review of a book of readings which had been published as part of the Open University course E202. Your readers may recall that in subsequent weeks it created a little stir—and that, by all accounts, the Open University itself moved by that stir. Not wishing to review the same book twice—and having several other occupations—I have, of course, received many letters in support of my position.

I have, however, commented on the related entry in the debate (TES, May 13th) by Mr Gary Fowler, M.P. It seeks to brush off my questions about Marxism in Open University courses by a variety of pious platitudes. I did not seek to censor anything, but in writing for your journal, was I any more "self-appointed" than Mr Fowler himself?

Second, he produces a quite unnecessary defence of books of readings—the usefulness of which in principle I would not dream of questioning. Third, he offers the "dead idyll" of a course of study—without the implication that a commitment of part of any enterprise is impossible or unworthy.

Fourth, he says that "if we pursue the thesis about reader material to its logical extreme then we must ban from 'use' in all university courses the works of Marxists, and par excellence the writings of Marx himself". Nowhere in my article will he find the slightest evidence for such a "logical extreme": in fact, he will find evidence for the exact opposite.

Fifth, having "reminded" about his Oxford past (I will spare you my own Oxford reminiscences: for, like this issue, he offers a pluralist credo from "use" in all university courses—though he felt obliged to add to his reminiscences some unnecessary sneers about myself and (for good measure) Mrs Caroline Cox.

Jail for hard core only

The working party estimates that, on the basis of fostering schemes already going in Kent, Reading and Stratford-upon-Avon, some 3,000 community or foster parents could be found to look after children who cannot live in their own homes. The cost of community programmes and personal instead of institutional care would be taken to recover damages from the rapist or other offender.

The report apparently considers at equal length two alternatives to the radical solution of decarceration. The first would involve a reduction in the numbers of young offenders put into institutions. This could be achieved by building up community programmes of different kinds, restricting the powers of the courts, developing foster care. A nilder strategy would be to improve communications between the institution a child is in and his local community and to put a ban on sending children under 17 to prison or remand centres.

Birmingham acts against 14 staff in 'no cover' row

Birmingham education authority inspectors have refused to inspect classes with more than 35 pupils in them. Letters have gone out to 14 union members after the authority decided to take legal action. They say they will be taken to recover damages from the teachers for breach of contract.

The teachers' ban on large classes is part of the union's official campaign against the authority's cuts in staff. Mr Stan Simel, general secretary of the Birmingham branch of the union, said the authority's action had made members very angry. More than 1,000 union members are involved in the sanctions campaign. Another 800 are due to be involved next Monday.

More letters, pages 12

Science diary by John Maddox



Sitting out Tangshan 'quake

Seismic signals

The Chinese flair for predicting major earthquakes seems, like acupuncture, to be a peculiarly oriental skill.

Some people are frankly disbelieving of the tales put out from China after the Tangshan earthquake last year that the event was preceded by the abnormal behaviour of birds and dogs, and of the statements that evidence such as this was the basis for decisions to issue earthquake warnings to the public.

Now Dr C. H. Scholz, an American seismologist based temporarily at the Earthquake Research Institute of the University of Tokyo, has described in Nature (May 12) how the Chinese treated the Hatching earthquake of February, 1975, and, by doing so, has helped to make the Chinese practice of earthquake prediction a little less inscrutable.

The magnitude of the 1975 earthquake was 7.3 on the Richter scale and thus had more energy than the years' magnitude 7.6 earthquake which damaged parts of Peking—and which must have seemed to many Chinese to be a harbinger of Mao Tse-tung's death. According to Dr Scholz, the first steps towards its prediction were taken in 1970, when a meeting of Chinese seismologists was called to discuss the pattern of serious earthquakes in the preceding four years.

During that time, there had been at least four major earthquakes, the line of which had been in the Pohni Gulf, the nearest coastline to Peking. Each of these earthquakes had been located on one of a series of parallel and well identified faults running north-south-east, and successive earthquakes had occurred on faults lying farther east.

So, the argument went in 1970, it was reasonable to expect the next large earthquake to occur on a fault lying even farther to the east, and the best candidate beyond one of the faults in Liaoning Province.

By Dr Scholz's account, the Chinese promptly installed extra seismometers in the area and also set about measuring vertical movements of the ground. In 1973, a series of small earthquakes were scattered more or less randomly through the province, but at the seaward end of one of the faults pronounced vertical movements were observed. By this time, the army of volunteers organized by the provincial revolutionaries was reporting odd behaviour among farm animals, as well as anomalous variations of the level of water in the wells in the region.

Now the people who design public opinion polls know well enough that if people are invited to report unusual behaviour among animals they will usually think of something to say. In other words, there is a good chance that the reports of odd goings on among the domestic animals in Liaoning Province were a simple result of the public appeal for such reports—which is not for a minute to suggest that this may not be an exceedingly effective way of persuading the general public to prepare for an earthquake disaster somewhere.

In reality, the seismic observations appear to have been a sufficient basis for telling that something was about to happen. A conference in 1974 apparently persuaded the seismologists that Liaoning Province would indeed be the site of the next major earthquake, and by January 1975 the accumulated evidence was enough to justify a warning that it would occur within the first half of that same year. Just two weeks later, it happened, and on the fault whose seaward end had been marked by vertical movements in the preceding years.

Dr Scholz's chief concern is to understand why the Chinese should have been able to predict even this one earthquake. His explanation is that there was a wave of stress propagating from south-west to north-east through this part of China over a front at least 300km broad and at a rate of about 20km a year. All this is entirely plausible, for it is by now clear that the seismicity of this part of China—and of the whole of Asia east of the Ural—is a simple consequence of the continuing collision between India and the underbelly of Asia.

This is why the major faults of this part of China are roughly parallel to each other and running north-south-east. Plainly it makes sense that the results of mounting stress in the earth's crust along the Himalayas should propagate eastwards into China, explaining why the series of earthquakes between 1966 and 1975 should lie on faults lying progressively farther east.

The fly in Dr Scholz's argument is that the biggest earthquake of all in the past decade, the Tangshan earthquake of 1976, should represent a jump backwards in this simple geographical progression. At some stage it will be interesting to know what the Chinese made of that.

School to work



Equal rights, technically speaking...

by Stephen Cohen

The bastions of male chauvinism are hard to breach in education. It is even more difficult to eradicate sex discrimination in engineering. So when Shoreditch College in Egham, Surrey held its first conference last week on the place of technology in the school curriculum, the organizers had the thought they had achieved a notable triumph in inviting Miss Lindsay Maxwell as a guest speaker.

Miss Maxwell is the first woman to win the Bramwell prize for engineering. She holds a first class honours degree in mechanical engineering and is researching into polymers for a PhD.

Her message to the hundred head teachers at Shoreditch—which trains many of the nation's working and metalwork teachers—was uncompromising. Girls should be persuaded to study technical subjects, she said. They should also be channelled into A level courses at school which would equip them for university or college engineering studies.

Schools and parents did not know what engineering was, all about, she said. The popular concept is that engineers roll about in trucks and dirt, have to be strong, and that the job is for men. It is not true.

A plea, in fact, for some sex equality. And it went down well with the audience, predominantly male as it was, though it would be foolish to suggest that their rapt attention had anything to do with Miss Maxwell's extremely attractive appearance. (She is at least as lovely as any of the Miss World winners, according to Cosmopolitan magazine.)

Nor should any conclusions about attitudes to sex equality be drawn from the fact that the whole conference was presided along by a clutch of Shoreditch's women students neatly kitted out with green hostess sashes. I wonder if she got the Maxwell seal of approval.

Plugging the people who plug the gap

"This hanging around is beginning to get me down. Since I left school I feel such a fool. Whoever I go they say no, no, no..."

Is this the haunting new voice of the dispossessed young speaking? Well, no, actually. It's a bit of familiar culture, the advertising jingle, and can be heard several times a day on various commercial radio stations up and down the country. It is followed by the counter chant: "We say yes, yes, yes—we're the MSC."

Modestly, the Manpower Services Commission, which has paid for the commercial, makes no attempt to explain what the initials signify—or indeed, why they should be saying yes. Instead, they plug the only people who are likely to mean anything to school-leavers—the careers service. "See you at the careers office" is the final come-on.

The careers service, foster child of the education authorities, has until now felt rather like nobody's baby. In most places its status in the administrative hierarchy is low, with the careers chief well below assistant education officer level. Despite steady recruitment of graduates and introduction of formal professional training, its image also remains low—many teachers believing the service is still largely manned by former labour exchange clerks.

But, as the MSC commercial indicates, the need to do something about massive youth unemployment and the pressure to build links between schools and employers, is changing all that. Lavish attention and praise is beginning to fall on this small group of specialists.

The service is a merger of what used to be the juvenile section of the Ministry of Labour employment exchanges with the youth employment services run by some local authorities. Now it is administered by education departments, but they answer not to the DES but to the Department of Employment, which decides policy through a national careers advisory council.

The Institute of Careers Officers is firmly in favour of this structure,

but it is unhappy that they gain in independence by the uncertainties of the rate through which they are funded locally. The Department of Education has tried to help by providing a difficult 6,800-yard course funds directly. This year, earlier this year, the reports of some schools are an advantage of new posts to cut their own careers staff. The Department of Education has tried to help by providing a difficult 6,800-yard course funds directly. This year, earlier this year, the reports of some schools are an advantage of new posts to cut their own careers staff.

For the boys it was particularly an endurance test. Two rounds in one day is a rarity in top professional tournaments, let alone in this all three sexes counted, again unlike senior team events, which meant that the score of a boy's ability at off form could be his only consolation. The event organised by the Golf Foundation and the Ladies' Golf Union will return to the Republic of Ireland next year for its grand finale.

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England take the two golf titles

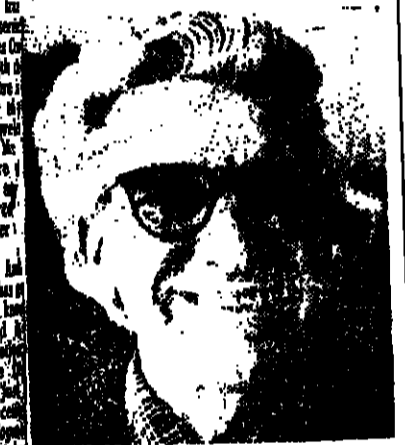
Stanley Levenson

The eight teams in action were the apex of a giant pyramid—911 schools took part in the boys' qualifying rounds in the four countries and 78 teams started in the main tournament, the first of the long way from the 112 boys' schools which competed in the first Aer Lingus tournament in 1971.

Foxhills, a new course, was pretty tough. Several days' sunshine and a strong wind had baked the ground and there were plenty of trees for off-line shots to get lost in. For the boys it was particularly an endurance test. Two rounds in one day is a rarity in top professional tournaments, let alone in this all three sexes counted, again unlike senior team events, which meant that the score of a boy's ability at off form could be his only consolation. The event organised by the Golf Foundation and the Ladies' Golf Union will return to the Republic of Ireland next year for its grand finale.

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Midas touch



Mr Golding is, in fact, a teacher who has taken his school to the top flight of Duke of Edinburgh Award Scheme winners' list. Mr Sid Nash has been teaching for 13 years. He served in the Royal Navy during the war and afterwards worked in industry.

These figures represent an annual entry which is among the highest in the country. When West Hatch went into the scheme in 1965/66 only 12 young men were involved. Girls were then brought in, and the school was the first to open a mixed group. Now more girls than boys have won the awards. Of the 103 girls, 57 were girls and of the 328 silvers, 204.

Mr Nash has been teaching for 13 years. He served in the Royal Navy during the war and afterwards worked in industry.

Plymouth tops in poly sailing

Students from polytechnics on the south coast and the north-east of England dominated the first national students' individual sailing championships, held in Plymouth and organized by the Poly Sailing Club and the Mayflower Sailing Club.

Plymouth craft almost made a clean sweep in the Lark class, taking five of the first six places. After two races the top four were still very close and in the third, and final, leg Graeme Wilding (Plymouth) just pipped Portsmouth Polytechnic's Steve Pyatt by 5 sec, with Rab Penrice, of Plymouth, third.

The Enterprise class, also three races with two to count, was a start-to-finish win for Dave Gebhard (Teesside Polytechnic), who won all three. Second and third were Jackie Trumble (Newcastle) and Richard Dearble (Teesside).

The sponsors, the British Polytechnics' Sports Association and the British College Sports Association, intend to make this an annual event.

Rhyl champions

With a 3-0 victory over Dynevor School, Swansea, in the second leg of the final at Swansea, Rhyl, Edward Jones High School, Rhyl, have won the Ivor P. Tuck Trophy. In the first leg they lost 2-4 on their home ground.

The trophy is open to all secondary schools and technical colleges. The earlier rounds are played on an area basis, with the final between North and South Wales.

Outstanding

Mr. Carolyn Hedges, British champion in Canadian singles canoe slalom, received the Outstanding Sportsman of the Year award at Bath University at the weekend before leaving for Australia where he will train with the British canoe team.

Prep eyes turn to Wimbledon

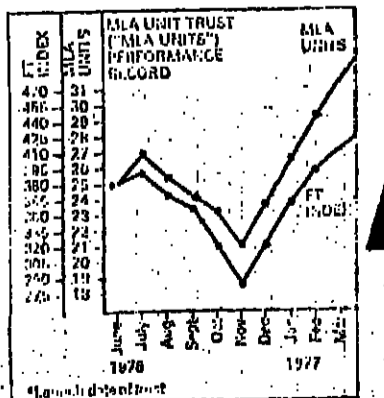
So the earlier rounds are played on a group League basis with the winners and runners-up then moving into the knock-out stages. Because of the large numbers that scrap for places in the first two days, competition is spread over four centres, with the final stages at Wimbledon, this year on July 23. What with singles and doubles, Mr J. P. Vidal, of the Old Ridsdale tennis secretary of the IAPS, explains that the idea is to make sure that all in the tournament have a reasonable minimum of matches.

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COURSES advertisement for Dockpit Arts Workshop, 10.00 am to 6.00 pm, Friday, June 24, 1977.

THE SCHOOLS COUNCIL AND THE ARTS IN EDUCATION advertisement, featuring a list of speakers and topics.

INTELLIGENCE FILMS advertisement, describing an invaluable research tool now available on microfilm.

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Morale sapped by the squeeze advertisement, discussing the impact of government cuts on local authorities and the careers service.

Letters section containing responses to various articles, including one about careers officers and another about the careers service.

Outstanding advertisement for Carolyn Hedges, British champion in Canadian singles canoe slalom.

Prep eyes turn to Wimbledon advertisement for the IAPS tennis tournament.

Various small advertisements and notices, including one for a scholarship and another for a book.

Vertical text on the left margin: "The Times Educational Supplement"

Mike Duckenfield, Scandinavia correspondent, looks at Denmark's difficulties in attracting teachers to Greenland, the world's largest island.

Out in the cold

COPENHAGEN
Danes signing new five-year contracts in Greenland are to be guaranteed a 65,000 Dkr (£6,370) bonus and a job with their previous local authority employer when they leave the island.

They will also keep their professional seniority on the way and receive a 4 per cent wage increase during the next two years—double that of local Greenland teachers. The agreement, between the largest Danish teaching union, Danmarks Lærforening, which represents 98 per cent of teachers in Greenland, and the Copenhagen-based Ministry for Greenland, brings to an end a long dispute threatening the collapse of schooling on the world's largest island.

Earlier this year, the union imposed a boycott on jobs and overtime on the island as part of a campaign for higher wages and better work conditions. Before the recent settlement, it was feared that a chronic staff shortage would mean the closure of many of Greenland's 97 comprehensive schools.

Though basically about wage differentials between the mainland and its former colony, the dispute brought into the open the sensitive, more fundamental problem of how to reconcile the Greenlanders' nascent nationalism and their desperately poor economy's heavy reliance on Danish money and skills. Since 1953, when Greenland ceased to be a colony and became a part of Denmark—a status similar to that held before independence by Angola and Algeria, the Danes have invested massively in the island.

In the past five years alone, government spending has been about £500m more than one-third of its on education. The number of seven to 14-year-olds in compulsory schooling



Increased by almost two-thirds during the 1960s and has since risen by a further 16 per cent. Pupils are also staying at school longer. In 1962, only 17 per cent of 14-year-olds continued for an eighth year. Now, 90 per cent do so, with 80 per cent going on to a ninth year and 70 per cent to a tenth. In addition, nursery classes now cater for half of all six-year-olds.

Reliance on Denmark, however, is still great. One in eight of the 15 to 17-year-olds staying on at school has to attend institutions in Denmark and all those wanting to take academic pre-university courses have to do so as the island has no upper secondary schools. However, only about 5 per cent of the age group currently go on to pre-university studies. This is partly due to the difficulty of the tenth-grade leaving examinations, which are equivalent to GCSE O levels. To pass, pupils need to be successful in four languages: Greenlandic, Danish, English and German.

The shortage of qualified staff has put a severe strain on schools. The island's 130-year-old teacher training college, which offers a five-year course equivalent to the four-year one in Denmark, has doubled its intake in the last decade, but still only produces about two dozen new teachers a year. As a result, only about 150 of the 385 Greenlandic-speaking teachers are fully qualified and the island has to rely on 448 Danish teachers. In the population as a whole there are about 45,000 Eskimos and 8,000 Danes.

In the 1960s, however, the island's provincial council (*Landsråd*) began to press for Home Rule similar to that enjoyed by the Faroes since 1948; teachers' salaries were standardized at the lowest Greenlandic rate and visiting staff had to pay 15-20 per cent taxes and rent for housing. Shortly after, both the Faroes and Greenland opted to stay out of the EEC.

Recently, the teachers' union claimed that, despite the low rate of tax, Danish teachers were losing money by working in Greenland and, for the last three years, the Ministry for Greenland has not been able to recruit enough Danes. Last year, 120 were needed but only half that number applied. In the dispute the government argued that Danish teachers no longer need compensation to live in Greenland as living standards are no longer primitive. More fundamentally, they feared disruption of the island's delicate economy by paying "outside" teachers more than local ones and the latter more than fishermen in what is virtually Greenland's only productive industry.

In reaching a compromise with the union, the government has been careful not to re-create wide wage differentials or affect living standards between professions on the island. The Danish teachers' bonus will only be paid on return to the mainland. In the long term, there is likely to be a very gradual transition to a predominantly local teaching staff. A five-year programme of two-year courses in teaching for those with at least nine years' comprehensive schooling was started at the island's college of education in 1973 and this is expected to produce 60 semi-qualified teachers by next year.

The Danish government is also aiming at granting Greenland Home Rule in 1978. As with the Faroes, education is likely to remain a shared responsibility with most support coming from Denmark.

Finland Swedish speaker is third Minister in 20 months

A 47-year-old lawyer and sole member of the tiny Swedish People's Party in the new five-party centrist coalition, Mr. Kristian Gestrin, has been appointed Finland's third Education Minister in 20 months. Although his party, which represents the 7.4 per cent of Finns, mostly living in the south-west of the country, whose mother tongue is Swedish, has taken part in most of the 60 governments in as many years since independence, it has never before held responsibility for education.

Mr. Gestrin is thought to be on the liberal wing of his party, and is likely to be less conservative in pushing ahead with comprehensive education than his Centre Party predecessor, Mrs. Marijatta Räsänen, who finds no place in the new government. The change-over from the parallel system of state-subsidized municipal primary schools and lower secondary schools to the new all-embracing *peruskoulu*, started in 1972, but progress so far has been slow.

The eventual aim is for an 11-year system of general education, starting at six and ending at 17. After that, youngsters would be able to combine with vocational secondary education being given a two-year period of general education before specialization in later years.

Italy Inter-union disputes hinder pay talks

from Dalbert Hallenstein

MILAN
Negotiations between the teachers' unions and the Ministry of Education to finalize the state teachers' contract, which expired last June, are on the point of breaking down. The negotiations are becoming increasingly snarled up by the insistence of the two major teachers' union factions to negotiate not only independently, but with separate demands.

The conservative, non-politically aligned SNALS union (which is strong only in the secondary schools) is insisting on a general rise of at least 50,000 lire (about £33) a month for all teachers. The confederated teachers' unions (CGIL/CISL/UIL), aligned to the major political parties, are asking for slightly less (about 30,000 lire a month), but are also insisting on a complicated programme of improved conditions and educational reform.

Last January the negotiations were further complicated when the Italian government finally recognized that Italy's state teachers were judicially part of the Civil Service, and were therefore entitled to an annual salary increase granted to ordinary state employees. Last January significant increases (to come into effect over the next three years) were granted to state employees.

The Education Minister, Senor Franco Maria Malfatti, is arguing that the teachers' union

demands are in excess of what the state can afford. Both SNALS and CGIL are now proposing for 1978 if their demands are not met immediately. SNALS is demanding an order of 100,000 lire a month which would delay the end of the year, causing millions of lire to be postponed pending payment on holiday. It would also cause considerable damage to the industry.

The confederated unions threatening a series of strikes which would only be partial and middle class, their membership is now, even these mooted 24,000, are uncertain due to the split between CGIL/CISL/UIL, Christian Democrats, the Socialists and the Communists.

Even the SNALS think the chances of a general strike are slim. Autonomous unions have voiced such threats, but carry them out due to threats by the Education Minister to specialise legislation to manage all pupils without the aid of the teachers.

South Africa Blacks in line for new salary deal

from Louis Hotz

JOHANNESBURG
Better pay for South Africa's black teachers is envisaged when the Department of National Education's new system of pay scales comes into operation.

The Deputy Minister of Bantu Education, Dr. Tloumetsi, has made it clear that although the new scales will apply only to white teachers, blacks, who now have the same pension and leave benefits, will also get pay increases.

At the same time in-service teacher training of black secondary school teachers—96 per cent of whom have only O level qualification with a teaching diploma—is to be boosted.

The Department also said that plans for financially assisting black teachers studying by correspondence through the University of South Africa are to be considered. Meanwhile, an amendment to the University of the Western Cape Bill will enable "selected" white students to attend the Coloured university for the first time.

Australia Teachers accept principle of retraining

from William Purvis

With increasing teacher shortages in Australia a retraining programme for secondary school teachers in South Wales has been accepted by the teachers' union.

They have just completed a twelve-week programme of retraining in teaching skills to younger pupils. Some of them have now degrees in arts or education, they will be teaching the rest in primary schools.

The oldest teacher on the 17-year-old Mr. David Jones, former printer who became a teacher in 1960, only to find himself unable to find himself retrained before he started teaching.

The NSW Department of Education says it is now planning such retraining courses. Meanwhile, at least one school is to be built in the planned SA8m community centre Minto on the southern outskirts of Sydney will take 2,000 pupils from three to 18 when it opens in 1980.

Spain Strikes spread over lack of employment guarantees

from James Connell

BILBAO
The intermittent strike action, which has plagued the Spanish educational system throughout the past year, brought it to a near standstill again earlier this month when 1,000 teachers walked out of their classrooms. The temporary nature of the stoppage, affecting key provinces including Madrid and Barcelona, was called by the highly militant PNN, which represents temporary contract teachers.

Lack of a satisfactory accord with an intransigent Education Ministry at the conclusion of the record two-month walkout earlier this year (TEJ, April 15) is the principal cause of the new conflict. Over 400,000 school and university students are affected as the stoppage ranges from primary to university level. A general air of discontent has been prevalent among the contract teachers who have accused the Education authorities of breach of faith

in refusing to pursue negotiations to satisfy their demands. These demands include abolition of the yearly "open" system and the creation of a permanent system. The temporary nature of their work, however, is a major grievance. They demand a 70 per cent increase in their teaching force, but the Education Ministry has only agreed to a 10 per cent increase.

So far the Ministry's response has consisted in calling a conference of education officials to rethink the whole system, but bring it into line with the present demands. Sporadic strikes caused the Education Ministry to declare a "white-out" at all levels. In turn is creating many headaches which hold June negotiations.

Mexico Ambitious plans fail to reach poor

Despite record government spending, Mexico still has an admitted six million illiterates. Emil Zubriny reports from Mexico City

Mexico, facing the worst economic situation in its history, is taking a hard, realistic and often depressing look at its educational system which, despite mushrooming budgets, has been unable to make much of a dent in the sub-culture of illiterates—more than 30 million Mexicans—almost a third of the population—live today.

While there have been a host of ambitious programmes, including the use of audio-visual methods and television to combat illiteracy, lack of adequate planning has limited the impact. Mexico still has six million illiterates. To this figure must be added four million more who have regressed due to a lack of permanent and effective systems of instruction.

These figures were presented at a recent meeting of the Teachers National Revolutionary Front (FRNM), headed by Professor Jose Maria Lopez Avellar. Confronting them, the Ministry of Public Education admitted in a comprehensive study that "only eight million Mexicans have been able to complete their elementary instruction."

The official study also admits that only four million citizens have gone on to secondary, preparatory, university and postgraduate levels, with only an infinitesimal number getting a doctor's degree.

A further breakdown of educational achievement by the Centre of Educational Studies, shows that only five out of every 100 children who begin primary studies reach university campuses.

The Ministry of Education study said that some 15 million students go to classes at all educational levels. But this official agency admitted that more than a million children have not begun primary education this year for lack of classrooms.

Education authorities have been aware of the deficiency in educational facilities and programmes since 1970. They have had a positive result in reducing by half the number of children shut out from classrooms. Seven years ago two million children of school age could get no place in government schools.

While admitting that Mexico still has six million illiterates, the Ministry report added that all of these are "older than 15".

The Ministry of Education report stressed that efforts must be made to raise the educational levels of 11 million persons who already have three or more years of elementary

instruction, but have dropped out for diverse motives. These "diverse motives" can actually be boiled down to one—the lack of economic resources. Even before the devaluation of the peso and the resultant economic problems, education of poorer youngsters was very difficult. While textbooks are supposed to be provided free, this is widespread abuse in this field. Coupled with the fact that primary school children must have a uniform, they must also contribute small but recurrent sums of money for various worthy causes. Increased tuition fees, increased school fees and increased bus fares add to the burden. And children must have a uniform, they must also contribute small but recurrent sums of money for various worthy causes. Increased tuition fees, increased school fees and increased bus fares add to the burden. And children must have a uniform, they must also contribute small but recurrent sums of money for various worthy causes.

Despite the fact that educational budgets between 1971 and 1975 soared from 9,400m pesos to 30,700m pesos (about £1,750m and £1,250m at the then parity), it is only marginally economically solvent can afford to send their children to school. Budget figures for this year by the federal government have hit a new peak of 39 billion pesos, about 40 per cent of the total government budget. Apart from this, state governments have allocated from 30 to 40 per cent of their budgets for education.

Despite this level of investment in education, the Ministry of Education has not been able to complete its elementary instruction. The official study also admits that only four million citizens have gone on to secondary, preparatory, university and postgraduate levels, with only an infinitesimal number getting a doctor's degree.

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Michael Binyon, North America correspondent, talks to Dr Ernest Boyer, the new U.S. Commissioner for Education.

Innovator—in a straitjacket?

Being America's Commissioner of Education is not an enviable job. The Office of Education is only part of the vast Department of Health, Education and Welfare. It has no basic responsibility for the education system in the United States, and administers only those special programmes voted by Congress. Responsible for the monumental effort to get rid of the vestiges of discrimination, it is on the one hand literally attached to an enforcing civil rights legislation, and on the other detached by schools and colleges and universities for suffocating them in a mass of regulations.

The Commissioner has little freedom to give a firm lead to the direction of American education, and past holders of the office have not been particularly distinguished figures. Small wonder then that Dr Ernest Boyer, Chancellor of the State University of New York—America's largest university system—refused the job when first offered it by the Carter Administration.

But Dr Boyer sensed a challenge. He was sure this proverbially unmanageable office could be virtually transformed into a more effective department dealing specifically with education should carry some weight. So he changed his mind; the education community was delighted.

Dr Boyer is by far the most distinguished person to hold the office for many years. He built up a strong reputation in New York as an administrator and innovator. He was particularly interested in non-traditional learning and flexible degree patterns. He is an approach-minded person with wide horizons. He has just returned from six months' sabbatical leave at Cambridge University. In short, he promises to give the department some clout.

But the problems are formidable. The most immediate is bureaucracy and over-regulation. Over the years—and particularly since the activist days of the Johnson administration—bureaucracy of federal specific education programmes: aid to disadvantaged schools, literacy programmes, environmental education, nursery education, career education, and so on.

Most people, he admitted, were "absolutely frustrated" that they had to submit half a dozen different forms in order to claim federal money. "You have to have a college degree to get aid to go to college unless you're very smart," he said.

But he emphasised that the responsibilities that went with the taking of money had to be recognized. "As we say out west, you don't just put money on a stump and let someone ride up and take it in the dark of night." Universities and schools had made a great mistake in not recognizing the legitimacy of that.

He said the Department of Health, Education and Welfare was under an obligation to the courts and to Congress to show that the money it passed on was equitably handled, and the department itself knew what was going on. Schools and universities had to understand



Dr Boyer: access to learning the top priority.

that much of the paperwork required by the Office of Education "churns out of the dynamic of bureaucracy". Nevertheless, Dr Boyer said, federal bureaucracy could be cut back. Every organization in Washington had to see that it asked for only what was essential. If the federal government had to be more suspicious of its willingness to do so, and laws that are increasingly specific in telling O.E. what to do.

Total discretion by the Office of Education would therefore violate the federal role of serving agreed national purposes. A balance had to be struck. Dr Boyer's top priority is to increase access to education. A lot, he admitted, had been done since the Second World War: people were now going to college, more parents had never dreamed of higher education, and pupils were striving on to complete their school education who would have dropped out in former years. But the job was unfinished, he said.

America had the broadest-based education of any country in the world, but only now were opportunities being given to the handicapped, and not enough was done to ensure access of education for such groups as the children of migrant workers.

Dr Boyer did not detail how he would use his office to increase access. Administratively he has tried to group together all the various sections of his empire in that the attempt to get colleges and universities to employ and admit more women and minority teachers and students.

The fourth effort here may be held up by the impending Supreme Court decision on the "Bakke Case"—the white student who is suing the University of California for racial discrimination because it admitted less qualified black students while refusing him a place.

Dr Boyer was eager in talking about the Bakke case. The federal government is clearly desperately anxious that Bakke should not win, but it cannot say so in public. He did think, however, that much of the attempt to increase the effectiveness of affirmative action. It was a policy the department was still committed to "because it is the legal requirement, and because it is right".

The federal government's role was to see that programmes were fairly administered in the interests of all citizens, he said. "Talk of excellence, innovation and the like becomes hollow if it still cannot say who have achieved success in giving opportunity to access."

Before and after becoming Commissioner Dr Boyer has spoken several times of the importance of a "core curriculum" in higher education. He is still trying to encourage debate on the subject, but there is little official action he can take as Commissioner to push things forward because the Office of Education has no responsibility for the curriculum at either school or college level.

Previous Commissioners have used the office to push for particular schemes: one of the most effective campaigns was for a programme of career education. Dr Boyer has doubts about career education: at least, he has doubts about some programmes that are classified under this name. But he believes it is vital to confront students with the world of work, and study its choices and values as part of the curriculum.

Career education—in which the Office of Education has now made a huge investment—should not be simply a visit to a local factory but an imaginative attempt to bridge the gap between education and job mentality.

Work, Dr Boyer, emphasized, determined civilization. Manpower planning could be "viciously stifling and lead to a great mismatch or obsolescence. So far America had managed to avoid placing young people into predator-mined slots. What was worrying was that this freedom had been possible in an expanding economy. Whether it would be as possible in a stabilized or contracting economy was a question Dr Boyer believes his office should speed time pondering.

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Ban the cane . . .

Sir—Now that MPs have thrown out the recent backbench attempt to bring back the birch and to introduce the cane and the strap as a means of combating crime, can we do something about the extraordinary situation existing in this country whereby adult criminals cannot legally be caned or strapped, but schoolchildren as young as five years of age can?

The grounds on which MPs rejected corporal punishment for adults apply just as strongly to schoolchildren: school punishment books prove as clearly as criminal statistics used to that it is not a deterrent to the real troublemaker; it can become "a badge of courage"; as the Home Office Minister put it in the debate, as readily for a child as for an adult; and the call for severe punishment for others is simply an attempt to solve a complex problem in schools as it is in society at large.

In the case of schoolchildren we also know that there are perfectly adequate alternative measures which have proved capable of replacing the cane and the strap entirely and producing better discipline. The United Kingdom and Eire are the last countries in Europe to retain corporal punishment in schools. Yet, it is used in this country on a very wide scale: 30,000 times a year in Edinburgh, for example, and in 80 per cent of schools over the country as a whole. A recent survey by STOPP shows that no education authority has abolished it.

We call upon the Government to end this anachronistic situation, and to make our treatment of schoolchildren at least as humane as our treatment of adult criminals by banning corporal punishment in all schools.

COLIN BARNALL, Secretary, Society of Teachers Opposed to Physical Punishment.

. . . and the anti-caners

Sir—I would like to protest against the excessive publicity given in your columns to the views of the Society of Teachers Opposed to Physical Punishment. If it were not for the maudlin, sickly, insipid sentimentalism of these kind of people schools would be more pleasant and rewarding places to work in and the world would be a safer place to live in.

When children were properly punished for their transgressions and exhibited reasonable manners and consideration for others they learnt what they had to learn at school and then went out into the world and earned an honest living. Now enormous sums of money are spent in attempting to teach things to children which are of little use to them and which they either cannot or will not learn.

Education is still a privilege and should be limited after the age of 14 years to those who can show that they—and society—will benefit by it.

HARVEY WHITE, 3 Veronesi Close, Henham, near Bishops Cleeve, Herefordshire.

Stamps of disapproval

Sir—In the TES of May 13 I noticed the following gem attached to a Head of Department post (religious education, Filton High School, Bristol): "Applications by letter to the headmaster . . . enclosing curriculum vitae, the names of two referees and four 6p stamps."

I presume that one stamp is to be used for an acknowledgment, two for letters to referees, and one for

the letter informing the applicant that he has not been successful. This is an insult to the teaching profession—perhaps advertisements in the near future will advise applicants to send four envelopes and a pad of notepaper as well as four 6p stamps.

MICHAEL P. PREYTON, 14 Rivington Drive, Upholland, Skelmersdale, Lancashire.

Where CEE stands for success

Sir—I am appalled by the cynical determination of the director of studies (Letters, May 13) who says in effect "please don't write to Mrs Williams about CEE—other people can do the job better". Because Mr Shelley's staff do not feel they have time, equipment and expertise does not mean CEE should be abandoned—here are schools who have the skills and need CEE.

Every school is entitled to develop an educational philosophy for those pupils who may be generally described as less than "non A level" and who wish to stay on in the 11-18 school. It is the strength of our educational system that we can independently develop an approach to a particular problem given the opportunity. The greatest opportunity in the Secondary field was that given by the CSE in 1965 particularly by Mode 3.

CEE is the development of this breakthrough—it is the only logical means of producing courses of the right educational balance for some pupils. In maintaining what is being offered in further education colleges—what is encouraging about CEE is that staff from colleges of FE and schools are meeting on the same CEE committees concerned with the same group of pupils.

I have heard the oft-pressed that the survival of the fittest is the only way. What worries me is that the Department of Science is prepared to allow schools who are making use of CEE and who are improving the implementation of it. The loudest voices seem to be axes to grind.

S. G. RICHARDS, Headmaster, The William Bronkley School, Much Wenlock, Shropshire.

Oxfordshire cuts: put it all down to political poverty

Sir—Vernon Bogdanor's hope (May 6) that Oxfordshire teachers will find themselves able to play a more realistic part in the debate over the education cuts is not going to be realized in any great measure while he persists in the doubletalk which pervaded his article.

First, he claims that every effort has been made to avoid the compulsory redundancies. This is not true and further, that he has indicated attempts to have this accepted as a county council policy. Even if these claims are justified, Mr Bogdanor's views obviously carry little influence in the Conservative majority group which has continually rejected any amendments to remove entirely the threat of compulsory redundancy.

He has also shown a very optimistic tone as to the effects of the cuts on educational standards, despite the very clear indications of the likely effects made earlier in the year by the then Conservative chairman of the education committee, Clavlocks in capitulation provisions are on their own but could be a better indication of the real effects of the cuts than can be gauged by looking at the staff-student ratios.

The NUT research department has estimated that to preserve the 1976-77 staff-student ratio in Oxfordshire schools some 344 new teaching appointments would have to be made in the coming year. Instead, Oxfordshire County Council has enacted a reduction in the existing staff of some 650. It is difficult to see how rationalization measures can compensate for this kind of savagery.

Few teachers in Oxfordshire will not realize the position in which the Government and the county council find themselves. Indeed, judging by the statistics which Mr Bogdanor quoted it is our county council members who are ill informed.

The issues are twofold. Is the Government guideline on educational expenditure such that Oxfordshire County Council is unable to spend more on education? Here the NUT research department has produced further more data than Mr Bogdanor. The figure for the year should not exceed an 8.5 per cent increase on expenditure in the previous year. Oxfordshire County Council's proposed expenditure on education in the coming year has been estimated at 7.1 per cent above that of 1976-77.

The second issue is, of course, whether Oxfordshire County Council has the money to bridge this gap and thereby offset some of the more dire consequences of the cuts. Mr Bogdanor resorts to pleas of poverty on this point and cites the reduction in the rate relief grant for Oxfordshire in his defence.

But is Oxfordshire County Council really so poor? Last year the council budgeted for a surplus of £1m. At the end of the year it found itself in the enviable position of having a £5m surplus. Over £2m of this surplus has been diverted already to reduce the rates increase in the coming year. But this still leaves a sizable sum which could be used to reduce the cuts in the education and social services in the county.

But the real question is whether these cuts reflect economic stringencies at all. For the reasons cited above, they appear to have more to do with the ideological position of Conservatives as a whole in the country. This is to cut public expenditure at all costs and without respect for reasons. The only poverty in Oxfordshire is the political poverty of our county council members. Under the circumstances it seems pointless to give Oxfordshire County Council any further opportunities to air its wearisome platitudes.

R. J. CARTWRIGHT, 21 Beaufort Close, Bicester, Oxfordshire.

Exams not what they were

Sir—You suggest in your front page article "Whatever happened to O level?" (April 29) that three reasons present themselves as explanations for the alleged decline in standards suggested by the Whitmore report.

Surely the obvious fourth possibility could be a decline in the demands and content of the actual examinations?

I have heard modern language teachers state that the difference in required knowledge of vocabulary and structures between 1968 and 1978 is marked (also one translation passage in French now instead of two) on Paper II.

Members of the history and English departments make the same comments, and although these

teachers lack the statistics to "prove" their impressions, their subjective judgments based on experience are worth something. In addition, colleagues who hold senior positions within the CSE administrative structure talk of 65 per cent and above as Grade I and 13 per cent as Grade V baseline. Coupled with the notorious distortion provided by Mode III examinations, it is small wonder that results are better.

The sciences and maths (vested Government interests?) seem to have maintained standards, but it is the impression of many that the standards are not what they were.

J. SANDERSON, 16 Cunard Street, Birkenhead, Cheshire.

Dangers in plan for languages

Sir—I share the enthusiasm of the head of Billerica School (May 6) for partly among foreign languages. Indeed, we have courses in French, German and Spanish from the first year on throughout this school.

I am concerned, however, over the present swing towards a "national plan for languages". The recent IMF report seemed to support this idea and Mr Peter Hoy himself recently told an A.V.L.A. meeting that, faced with

the hotch-potch of language-learning strategies throughout the country, he also favours a "national plan". My concern is that this will prove to be an unimaginative single-language scheme which reinforces the predominance of French and relegation of the other languages to minority-option status again.

D. S. MAGUIRE, Head of Modern Languages, Garforth Comprehensive, Leeds.

How tests can become culture free

Sir—May I offer support of the ideas put forward by Stanislas Hegarty in his "Fair Play in Assessment" (13)?

I have frequently found migrant children are at a disadvantage on the aptitude tests. For example, a Blocks design (a part of the Intelligence Test for Children) is a measure of an excellent indicator of a child's ability; however, I have found that immigrant children, poorly compared with children in India, that is the children performed better Blocks than Indians.

The case for culturally clear and blatant, but extremely difficult if not truly culture free, tests designed in a culture is not clear. This, however, is not the case for a teacher in a multicultural environment. The problem of the 240 children usually in the group of other countries is slowly becoming a priority to other without articulation, is leading to trouble. The problem child who is removed from the group and led through the objective assessment from the school pastoral hierarchy into can only be developed to the point where the child is intolerable to the of experienced teachers (for indeed any) group as he was utilized.

Efforts should be made before the exercise started. For his part, he could have limited conversation with the system and learned to play the system and to make a satisfactory career in this, his one and only drawn up to aid correct achievement, but I doubt if this is of individual children and what the school sincerely and curricula should be decided on an individual basis. As far as the other children are concerned, the problem child as somebody special, and this can produce a variety of reactions, none of which ever appears to me to be beneficial.

More and more I am driven to the conclusion that solution of all but the most desperate problems must lie with the class under the guidance of the tutor. This creates a formidable responsibility for both parties but particularly for the

Perspective on pastoral care

Sir—Peter Lang in his article "It's easier to punish us in small groups" (May 6) raises one of the most important current issues in both school and society: the problem of the individual and the group.

Pastoral care which gives priority to other without articulation, is leading to trouble. The problem child who is removed from the group and led through the objective assessment from the school pastoral hierarchy into can only be developed to the point where the child is intolerable to the of experienced teachers (for indeed any) group as he was utilized.

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Nuffield chemistry up to date

Although we are grateful to Mr May (May 6) for his acknowledgement of the part played by the Nuffield Foundation in introducing changes in the science curriculum in schools, we are amazed by his statement that, though revised publications have appeared of our biology and physics books, no revision has appeared of the Nuffield Chemistry scheme.

To date we have published 11 titles in the revised Nuffield chemistry scheme; these include the revised materials for Stage I (published in May, 1975 and reviewed in your column on April 30, 1976), the experiment sheets for Stage II and, most recently, the 20 Option booklets for Stage III. The remaining materials, including the Teachers' Guide II and the booklets for Pupils are in an advanced state of preparation.

We would like to assure Mr Pike both in the publications ready for the market and in those

to come, the units have been updated and due attention has been paid to all relevant DES instructions on safety and the use of materials. We have also done our best to keep schools regularly informed on the progress of the revision, through the distribution of thousands of brochures, through advertisements (several of which have appeared in your pages), through exhibitions, and through in-service courses, some of which have been arranged by the Chemical Society.

There is another misconception implied in Mr Pike's letter: no written or though the revised physics materials are all published. We have recently published the revised materials for Year 3 and a general introduction. The other physics volumes should appear in the next few months.

WILLIAM ANDERSON, Publications Manager, Nuffield Foundations Science Teaching Project.

Hard facts of trimming adult courses

Sir—Thank you for giving prominence to the problems of adult education in the issue of May 6. Such well respected figures as Professor Wiltshire and Graham Mee, must surely have some impact on the decision makers.

The analysis of the problems facing adult education as a result of increased fees and the diminution in the service for less paid has perhaps another facet. The assumption by those who make the decisions is that a decrease in enrolment is a comparable loss in provision which may not appear too tragic for a limited period. This may be true of centres in the high density, more well-to-do areas where courses have always been heavily subscribed.

The picture seems much gloomier in the rural areas and less favoured urban areas, where it has always been a struggle to maintain a worthwhile programme, whether the student pays for one class or some form of centre membership operates.

In a centre where there is little fat to take up, eg. in one with a minimum class size of say, 12, and a near average enrolment of 13, a drop in 10 per cent in enrolments means more than 10 per cent of courses going to the wall. Where a form of centre membership scheme operates, the effect may well be more serious.

The most immediate and obvious effect is that minority interest and innovative courses (not only the esoteric but many with social values) are dropped and a programme of well tested courses offered leading to reduced interest and vitality. This, seriously and dynamically, aggravates the prime effect of the economic measures and can only result in ever decreasing confidence in the service.

J. LINDOY, Garth House, Treleth, Askam-in-Furness, Cumbria.

Obstacles to in-service

Sir—There can be little doubt about the enthusiasm of Mrs Williams and the DES for the expansion of in-service courses and of the number of participants in them. It is certain that the new colleges of higher education, including my own, are only too willing to make a crucial contribution in this area.

However, even given the financial restraints of the present time, one downer just how serious some local authorities and some of those in senior positions in schools are about this aspect of teacher education.

Perhaps I can illustrate my point by outlining the problem faced by one head of department in a local comprehensive school maintained by the London Borough of Richmond. In order to pursue a part-time Diploma in Education (and possibly B.A. York) she will be required to attend university during one afternoon each week. Not wishing to

interrupt her work and responsibilities in school she asked for leave (out of a weekly total of five) of her "free" periods to be timetabled during that particular afternoon. This appeared to be not an unreasonable request as a "free" period occurs in her current timetable.

Although the authority was prepared to pay her fees and other expenses, the school itself turned down her request on the grounds that it was impossible to timetable three consecutive "free" periods and that during her weekly half-day at University she would not be available to "cover" for absent colleagues. If the development of in-service courses for teachers is to be taken seriously in the future we can only hope that this case is not typical.

B. A. YORK, Senior Lecturer in History, West London Institute of Higher Education.

No time for marking

Sir—I am enjoying a sabbatical leave of absence (the first in 20 years) from the comprehensive school where I am responsible for the English department. This week, as part of my work towards producing a textbook, I came across the following words in *The Development of Writing Abilities* (11 to 18)—a report by James Britton and others from a five year Schools Council project.

"Very close reading of children's writing is essential, because that is the best means we have of understanding their writing processes. Children value perceptive comments, responses and questions on their writing, but they quickly see through perfunctory approval and through generalized fair praise. And it is worth remembering that for very many children, for many years, their teachers are the only readers of the bulk of their work."

Of course, any experienced teacher who is at all familiar with the best means we have of understanding their writing processes. Children value perceptive comments, responses and questions on their writing, but they quickly see through perfunctory approval and through generalized fair praise. And it is worth remembering that for very many children, for many years, their teachers are the only readers of the bulk of their work."

I have specified these facts because they are typical of what obtains in many state secondary schools. Most of these teachers will never be granted a sabbatical leave. Some, including many excellent, sensitive people who achieve fine results with children, escape from the stresses of the classroom and preparation into basically administrative posts.

I know of no simple solution; but I do know that it is distressing and demoralizing to pretend that standards of written expression can be improved or even maintained in our schools while, at the same time, teachers are given larger classes and insufficient time to do their work properly.

R. V. BATEMAN, Jesus College, Cambridge.

Don't make parents swear

Sir—Perhaps we may forgive Richard Whitfield (May 13) his optimism in believing Mrs Williams possesses "some of that active compassion and commitment to children which our community desperately needs" regardless of whether he is a politician, but surely the same cannot be said of his high-handed demands for legally enforceable parental orders.

Indisputably the interests of children require a real partnership between home and school, but where coercion and threats of legal enforcement have been tried in vain and stress, mistrust and hostility and widen the rift between potential allies.

Far from improving the situation, the professor's suggestion could put back home-school relationships by 20 years.

E. T. J. OTTEVANGER, Bishop Ullathorne R.C. Mixed Comprehensive School, Coventry.

Music teachers call the tune

Sir—I read with considerable interest B. J. Biermann's comments (May 6) on this summer's set works for Joint Matriculation Board O level music, and have some sympathy with his point of view.

Mr Biermann is wrong however in assuming that the choice of works is left to the examiners or to music lecturers, as he puts it. As with all other JMB activities relating to the O level, the decisions are made by a committee of which teachers of music in schools taking JMB examinations are in a majority. These teachers, I need hardly say, are people sharing the same interests and facing the same problems as Mr Biermann.

AN of which, I suppose, goes to show that in music, as in other things, there are many points of view.

RICHARD CHRISTOPHER, Secretary, Joint Matriculation Board Manchester.

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Parents as Partners/Parents as Partners/Parents as Partners/Parents as Partners

In the second part of this TES series

Barbara Tizard uncovers profound differences in what parents and teachers think nursery schools are for; Gerald Haigh visits a project which is building up the skills and confidence of mothers with pre-school children; Barbara Evans and Peter Hannon describe how their nursery unit has broken down many of the home/school barriers.

No common ground?

Barbara Tizard

It is more than 10 years since the Plowden report argued that nursery education "will only succeed to the full if it carries the parents into partnership". No one has publicly disagreed with this splendid aim, but equally no one has spelled out exactly what it would mean in terms of school practice.

The report goes on to make concrete proposals, but these imply a parent-teacher relationship far removed from the usual conception of partnership. Some mothers may train as nursery assistants and work in the nurseries. Others may be content to help in less skilled ways... If parents become used to talking to teachers, more may continue to be interested in the work of the schools as their children get older.

The term partnership would certainly seem to imply at least that the parties involved have an equal status, commonly agreed aims and consult together and inform each other about their activities. For parents to be partners of teachers in the school, radical changes in practice would be needed. Equally, if partnership refers to co-ordinated work in separate spheres, the teacher at school, the parent at home, considerable consultation about aims and methods would be needed.

In either case a two-way flow of opinion and information would be a necessary part of the relationship. At present, however, no mechanisms exist for such a two-way flow. Few, if any, nursery schools or classes offer parents an opportunity to discuss the curriculum—for example, the relation between nursery and primary education.

True, parent-teacher relationships in nursery schools are usually pleasant, but they offer little evidence of partnership. M. Parry and H. Archer's Schools Council study of 96 nursery schools and classes deemed good by the DES gives the following instances of good work with parents: giving parents a book list on child development; helping parents with family and social problems; getting parents interested in children's books; advising them about childrearing and education; visiting the children's homes.

Because most nursery age children are taken to and from school by a parent, there are opportunities for parent-teacher consultation twice a day. In a current study of parent involvement in nursery education three colleagues, Bebb Burchell, Rhoda Duerden and Gill Kuschick, have been recording these contacts over a five-day period in six nursery schools and classes. The schools were selected because of the staff's interest in working with parents. In all of them, the majority of the fathers were manual workers. The proportion of parents who had conversations with staff at least once a day varied from none to 96 per cent.

The great majority of these conversations were simply greetings, or chats about the weather, the child's clothes, and so on. The next largest group of conversations were concerned with school milk or dinners, or the child's health. It was very rare for parents to ask what the child had done at school, or to volunteer information about home activities.

It was almost equally rare for the staff to describe how a child had spent his or her morning, or to ask about what he or she did at home. There were few suggestions from the teachers about what parent and child might do at home, and none from parents about what staff and child might do at school.

In these schools parent-teacher conversations were serving a largely social function. Home and school were seen as separate experiences by both teachers and parents, and little mutual exchange of information occurred. Of course, arrival and departure times are not ideal for discussion. But any other arrangements—home visiting or evening appointments at school—are likely to occur infrequently, and to involve teacher and/or parent in an extra commitment of time and energy, which not all are willing to make.

Since most parents of nursery children do visit the school each day, it seems sensible to explore ways of making these built-in points of contact more fruitful. This means altering the classroom routine, so that staff are not tied up with reading stories, setting out or putting away equipment at these times, but can be free to invite parents into the classroom for discussion.

From the teachers' point of view, such discussions are all the more necessary, because it is clear that parents do not by any means share their understanding of what nursery education is all about. When we interviewed the parents in the

six schools, we discovered that the most frequently mentioned reason for sending the child to nursery school was "to mix with other children", and that many parents do not differentiate clearly between playgroups, nurseries and nursery schools.

Equally, the most frequently mentioned gain from nursery school attendance was social—getting on better with other children and adults. Many parents found it difficult to identify what the child was learning at school apart from this, although stories and rhymes, painting, and "learning his colours" were sometimes mentioned. The parents tended to single out skills and knowledge which the child was acquiring, but rarely recognized play as educative.

When, however, we interviewed the heads and teachers, they most frequently mentioned advances in language and pre-mathematical skills, and the opportunity to learn through play, as the main gains from nursery school attendance. It was clear they had not "sold" their concept of nursery education to the parents; indeed most of the staff commented that they thought the parents appreciated but did not understand the work they were doing with children.

In one way the goal of involving parents in education is more difficult in the nursery years than at later stages, because of the parents' difficulty in understanding what nursery education is about. Whereas in the primary school the child's learning tasks are trans-

parent, in the nursery parents are uncertain what children are learning or how to help them. Because the curriculum is "hidden" and known only to the teachers, the parents can neither see nor discuss it.

Most parents saw education as something which started in the infant school. In the meantime, many of them had themselves started the child on what they saw as the major educational goal: in all the schools a large proportion of parents (ranging from 48 per cent to 75 per cent) were teaching the child letters and numbers at home. When we asked what else the child was learning at home, they tended to give such answers as good manners or discipline. The provision of language and play, books, outings, all stressed by teachers, were rarely mentioned.

A number of parents volunteered that they would like to help their children with their education, but did not do so because they did not know how to, or because they were afraid of confusing the child or of interfering. Almost all these parents had older children at primary school. It seemed that experience of school had tended to undermine these parents' confidence in their ability to help their children.

It would be wrong to infer that parents were critical of the nurseries—most were warmly appreciative. It was rather that they did not expect nursery school to provide other than socializing experiences.

This was less true of the Asian parents. They most often sent their children to nursery school because they hoped it would give them a head-start in English schools, and help them to learn English. More than two thirds of them were trying to teach their children to read at home.

The teachers, for their part, tended to be critical of the parents: they often saw the nursery's function in terms of remedying the deficits of the home. They thought the parents, instead of starting their children on the 3Rs, should be doing more for them in other directions—through providing stimulating conversation, books, and suitable toys. As one teacher put it: "The time at home could be far more beneficially spent—if only the parents understood what we do at school, then it could be 'nursery' for the child all day."

Not unless specifically requested by a parent, none of the teachers made concrete suggestions to the parents about activities they might do at home. All of them, however, invited parents to spend time in the classroom whenever they liked. This is a very important and significant gesture of goodwill, which the teachers hoped would help the parents to understand nursery practice. To their disappointment, very few parents took up the offer.

When we asked them why we discovered that most parents felt ill at ease in the classroom, which all had experienced when first settling their child in to school. They felt uncertain of what they were meant to do, and were unaware of the educational implications which the teachers hoped would be apparent. Simply being present in the class, or even help-

Continued on next page



Illustration by Bill Sanderson

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Information: Professor J. Kinnell, Department of Electrical Engineering, University College of Swansea, Singleton Park, Swansea SA2 8PP. Tel: (0792) 2376 (Ext. 876).

Parents as Partners/Parents as Partners/Parents as Partners/Parents as Partners

Parents as Partners/Parents as Partners/Parents as Partners/Parents as Partners

Continued from previous page ing the staff with carpentry, cooking or mending books, is not enough to demystify the nursery school. An additional process of explanation and demonstration by the staff is needed for parents to understand the teacher's conception of nursery education.

Despite the pleasant social contacts then, there was a profound misunderstanding between teachers and parents. The teachers believed the child's effective education was taking place at school, and that the parents were not giving the children the help they needed at home. The parents had little conception of education as other than the transmission of formal

skills, and thought that they should help their children to get started on these as soon as possible.

To attain the Plowden goal of partnership, the teachers would have to sell parents their view that the child's nursery experiences were educational, and persuade parents to reinforce them in appropriate ways at home. Alternatively, they would need to consider with the parents what they would like their children to learn, and how the school curriculum might be modified to meet these wishes.

The first course involves trying to change parents, the second trying to change teachers. Neither is easy, and both involve extensive changes in the teachers'

way of working.

A major difficulty is that teachers are trained to work with children; working closely with parents calls for a different set of skills. Most teachers, however enthusiastically they welcome the idea of increasing parent involvement, feel doubtful about its feasibility. They usually envisage the task mainly or entirely in terms of getting more parents to spend time in the classroom.

This at once raises management problems. What could the parents do? Would not too much extra load be placed on the staff's time and attention? Would not there be too many adults in the room? Further, teachers point out that parents

seem reluctant to spend time in school and that it is asking a lot of a teacher to deal effectively with parents, at the same time as teaching children, training students, and organizing assistants.

We hope in the course of our current project to tackle not only the ideological problem of the relationship of parent and nursery teacher, but also the organizational problem of how changes in practice could help to make a change relationship possible.

Barbara Tizard is project director, Parent Involvement in Nursery Education, Thomas Coram Research Unit, University of London Institute of Education.

Where there's Scope, there's hope

Gerald Haigh

Pre-school education can mean playgroups and nursery schools where the central focus is on professionals, or at least trained volunteers. Lately, however, partly stimulated by the lack of cash with which to run institutions, the educational world has begun to wake up to the belief, long held by some, that because the most important person in a child's world is his mother, then it is she who should be the educator. What is necessary, therefore, is not to take her child away to the care of professionals, but to strengthen and support her already considerable skills.

Educating mothers is not really a new idea. It constitutes, for instance, a central aim in many child care courses in secondary schools, and is a strong element in much community health and social work. But the families most likely to need this sort of help are going to be those who are least easily reached by official methods. What is needed is something a bit more personal, relaxed and home-grown, which will not supplant existing provision, but strengthen it by removing mutual suspicion and misunderstanding.

The Scope project, in Southampton is trying to do just this. It consists of 14 groups of mothers—some 300 in all, including a number who are not yet active in groups—mainly drawn from council estates on the city's north western fringe. These groups meet in various places—a school, an empty council house, a church hall, a community centre. Once a week the women bring their children to play, while they talk about themselves and their families. Nobody lectures them or teaches them, unless they want to be lectured to or taught.

One group I visited meets in a comprehensive school, in a couple of rooms set aside for further education. One of the inevitable results of shifting the pre-school focus from children to mothers is that you start to come within the orbit of FE, having progressed at one bound up the whole educational age ladder.

The children were playing in a classroom sized room, supervised by one of the mothers, while the fifteen or so women had their meeting in the kitchen next door. Predictably, perhaps, especially with a stranger present, the atmosphere was bantering. The children wandered in and out clutching chocolate biscuits and seeking a quick cuddle. Instant coffee was passed about, and one big jolly lady was told with affectionate firmness to shut up and let somebody else say something.

It was apparent, however, that the meeting was more than just a Wednesday morning gossip. There was the intense attentiveness of some of the quieter women, almost more impressive than the voluble concern of others, who held forth on topics like the intractability of head-teachers. I was told, and could well believe, that for many women, Scope has become a major part of life. Together they discover that many of their worries are shared by others; and begin to see how talk and action may be a substitute



for the Valium so commonly prescribed by the busy urban GP.

The driving force behind Scope is a frighteningly energetic wife, mother and pre-school expert called Lin Poulton. She and her husband Geoff—a lecturer in social work at Southampton University—came to the area in 1975, fresh from heavy involvement with the Red House community education project in South Yorkshire. Working at first under the umbrella of the university, she went out into the council estates talking to women. The laundrette is a good place, she says, for asking them to come and talk about their children.

Later, I was to hear some of the women say how much they appreciated this approach. They were the same ones who also told me that they wished the teachers of their older children would come and knock on the door occasionally. It seems as if some of our reticence and fear of appearing intrusive might just be the product of middle-class thinking.

That first group met in the evenings, a group to which the mothers brought their children, and where there was more discussion of immediate family matters. The number of groups increased, and at the same time, in the words of the organization's written statement, "the social needs of families and the educational needs of

children became more and more blurred." What was needed was some form of organization which could give the group members control over their activities, and which could be a means by which professional agencies—social services, health and education—could find a common way to help.

A working party of professionals and group members came up with Scope, which was formed in May, 1976. It has a management committee, consisting of group members and representatives from the professional agencies. In addition, she acts as publicist, adviser, sorter out of problems, and general factotum to the project.

She is anxious, though, not to be cast as the charismatic live wire upon whom the whole operation depends, and was incensed by a newspaper report which called her a fairy godmother. Nevertheless, all the Scope members would acknowledge the crucial nature of her position. She works full-time at the job.

Scope is not an LSC project, although there is strong support from the local Further Education adviser. The major financial aid takes the form of a one-off grant of £5,000 from Barclay's Bank Trust. Exactly

what will happen when this runs out of body is quite sure. At the moment most of the women has to pay a penny for attendance at Scope activities.

The level of Lin Poulton's commitment is awesome. She races non-stop around Southampton in her car, visiting groups and individuals. At one point we called at a moderately plush hotel, not far from a booster for which my bloodstained sweater, but to chat with the vice-chairwoman of Scope (Geoff Poulton is chairman) who is a chambermaid there. "This lady asked us for coffee in the lounge, encouraged by Lin Poulton, who has the dedication of a community worker's lack of concern for pretence and posture."

Most of the women in Scope have been referred to her by medical or social workers. A number of them are single parents, and many are of the kind likely to be labelled as problems. In the main, they live in housing developments where the rents and electricity bills are high and the amenities few, and where they are all too likely to fall for easy credit doorstep salesmen.

In one house I visited the only decent piece of furniture was a small bookshelf containing a pristine set of encyclopaedias, obviously bought on the doorstep. It was the sight of those books which, more than anything, gave me an insight into what it must be like to be manipulated by



Mothers and children of one of the Scope groups, for which Lin Poulton (speaking in the group) acts as coordinator. Photographs by Brian Harris



your environment.

By and large, the mothers in the scheme are those you hear being talked about in staff rooms—categorized as "not interested", or as giving "poor home support" or as "inadequate".

That working-class parents are not interested in their children or in their education is one of the most damaging false assumptions which teachers and educationalists can make. What is true is that they find it difficult to communicate their concern to the places where it matters. The inadequacy is one of communication. "We're not worse than other people", said a lady in the Wednesday morning meeting, "just different".

The next morning I went along to the same centre, and found her and some of the others working with their children, finding out how to play with them, and taking the occasional word of advice from Lin Poulton. Ultimately this is what each of the groups will come to, but it is a goal which cannot be reached in a hurry. There has to be a maturing process.

At first the women only want to chat to the people sitting either side. The result is, to those used to ordered committee meetings, a bit chaotic. But Lin Poulton is anxious that anyone running such a scheme should not feel pressured by the apparent disorder. "They have to go through this", she says. "Then they

move on and talk to the group at large. Eventually they stop talking about themselves and their problems and begin to discuss general things. In the end, in their own time, they are ready to get involved in learning about children and development".

Each Scope group has a convenor—one of the members who feels able to undertake the extra task of making sure that the meetings happen, and perhaps injecting some ideas into them. The convenors attend weekly training sessions in group work skills, run by the coordinator, and fortnightly support meetings led by a psychiatrist and a senior social worker. It is the confidence and skill of these key team members which shows most clearly the untapped reservoir of skill and concern to be found among families who may in the past have been written off as difficult, and whose children we thought could only be helped outside the family.

Scope started out to help pre-school children, but the most cursory glance shows that, because it approaches the children through their mothers, it inevitably becomes a community project involved in activities which are, at times, only indirectly connected with young children. For example, a very important Scope service is the provision for single mothers of rest weekends in a church hostel.

From the child at the centre, the strands lead outwards in a seemingly endless and infinitely complicated web. Perhaps the most vexing problem to face Scope and the other urban schemes will be that of deciding when not to get involved in peripheral issues.

It is probably too early to make any sort of judgment about the effectiveness of Scope, except in terms of the immediate benefit to families who, through meeting and listening to each other, become more confident at handling their world. What is impressive about the scheme is its de-institutionalized, grassroots "feel".

No one is making loud pronouncements or quick assumptions; no one is telling anyone else how to live, or how to bring up their children. This is education as a process rather than an institution, run as a partnership between professionals and parents, and using whatever facilities and buildings are available.

While I was visiting the scheme, Lin Poulton took a gaggle of Scope members to give a seminar at the university—disappointingly attended, as it happens. The women were remarkably assured in the contributions they made, and forthright in their comments on university facilities. "Look at all this", said one of them. "There's room for a playgroup in the loo". Well, exactly.

Catching them early

Barbara Evans/Peter Hannon

Belfield Community School in Rochdale is a primary school involved in an unusual extent with its local community. In many respects like other modern semi-open-plan schools catering for a single-form entry with a nursery class, it also includes a public library, a hall for community use, and a parents' coffee bar in the foyer.

When it opened in 1973, a community worker was based at the school, and a community council was formed to take responsibility for the use of the building and community activities. The local area consisted mainly of a prewar council estate, in which there had previously been a dearth of community facilities and activities.

At first it was only by sacrificing free time that teachers were able to support community activities. Most teacher-parent involvement was in the classroom, where parents were encouraged to help. The nursery teacher ran a discussion group with parents, developed home visiting, and advised a pre-school playgroup. Sometimes this was only made possible by leaving the nursery class in the charge of the nursery assistant and parent helpers.

However, in 1975, two extra teachers were appointed to the school. One of these was allocated to the nursery unit, so that it would be possible to work more effectively with pre-school children and their families.

Our aim in pre-school work is to increase parents' awareness of the factors influencing their children's development. The pre-school intervention programmes whose effects last more than a year or two are those which involve parents, and the value of early parental involvement was emphasized in the Bullock report. But it is not always easy to work out how best to use scarce resources to achieve this.

Attendance at the Belfield nursery class is mainly part-time. It was considered important that children should be able to relate to one teacher, and that both teachers should be involved in community activities. So one teacher takes the morning session, the other the afternoon. Between them, the two nursery teachers have another 10 half-day sessions each week for community activities, or to relieve other teachers in the school for such work. Seven sessions are used in home visiting, playgroup support, a play leadership course, a Saturday morning nursery session, a baby clinic, a toy library, a child-minders' group and other activities. The roles undertaken by the two nursery teachers are interchanged as necessary.

The purpose of home visiting is to make the earliest possible contact with parents who are going to use the school. A checklist of things parents might teach children before they come to the nursery (dressing themselves, using a knife and fork, drawing a circle, matching colours) is used in visits. Parents seem to appreciate suggestions. It stimulates them to regard their children as learners, and the last generates discussion with the visiting teacher. The importance of talking to children for their language development is stressed.

Other points frequently arise: behavioural or medical problems with children, queries about school procedures or policies, adult illiteracy. Teachers are not expert in such problems, but can often put families in touch with help. The intention is to visit all children at least twice before they attend the nursery. Children already attending are also visited as the need arises.

A few families are visited weekly with equipment from the toy library. Parents and teacher discuss the educational use of the toys, which are left with the family until the next visit. One group of mothers now meets each week with their children, and the teacher has gradually withdrawn

her support. The aim is to develop several such groups; and some mothers have expressed a desire to help in visiting more families.

The playgroup was started by a group of local parents, with the support of the community worker. It was in the interests of the community that local parents should develop the skills to run a playgroup successfully, even though this led to difficulties due to lack of experience, confidence and equipment. One nursery teacher now spends a session each week in the playgroup, and also runs a course in the school for playgroup helpers. Parents acquire new skills and the community develops self-reliance.

As nursery teachers and parents got to know each other better, it became apparent that pre-school facilities in the area were not meeting community requirements. A group began meeting to explore ways in which nursery provision could be improved. It was decided to find out what was wanted through a survey of the community. Questions were agreed upon, and a door-to-door survey of about 1,200 dwellings was completed under the guidance of one of the teachers.

The survey found that more than 90 per cent of parents wanted some form of nursery provision. Full day nurseries were wanted for 80 per cent of pre-school children, including some very young children. Provision would ideally include a community controlled pre-school centre, incorporating what is best in the present pattern of nursery class, playgroup and childminding. Provision for "latchkey" children would also be desirable.

Each week there is a baby clinic in the community hall of the school. A teacher attends with a selection of toys, and plays with the children. Informal discussions with parents stimulates interest in aspects of their children's development, and ideas about suitable toys and activities are exchanged. This allows health visitors, parents and teachers to have a closer working relationship.

The nursery class has opened on Saturday mornings in conjunction with a junior youth club in the school. All children from a family can come in to play together. Younger children are stimulated by play with the older ones, who are, in turn, encouraged to be responsible by helping to care for younger ones. Some parents prefer to help in this more relaxed atmosphere, rather than in the more formal school day.

In the nursery class at any time there may be either teacher, a nursery assistant, one of four NNEB students, parent helpers and pupils from the local upper school. This is a recipe for chaos, unless all the adults have a clear idea of what to do, and understand the teaching possibilities of equipment. This has meant extra time and effort in planning and organizing work. But the result is that more people know the kinds of things children learn in such an environment.

The extra time and effort is one of the chief drawbacks to this kind of work. Others include the experience of working on ideas which turn out to be failures, the social difficulty of stepping outside the conventional role of teacher, and frustration as one appreciates the scale of the problems involved.

While it is an advantage to work in a community school, many of these activities could be carried out in ordinary nursery schools or schools with nursery classes, if teachers accepted that one can deal with pre-school children as if they were isolated from the community.

Barbara Evans and Peter Hannon teach in the nursery class at Belfield Community School, Rochdale. "Belfield Pre-school Survey", available from Belfield Community Council, Sumson Street, Rochdale (35p, including postage).

Scope is life

20 Books/Social Studies

Frontiers of communication

Mary Warnock on society and the media

Mass Communication and Society. Edited by James Curran, Michael Gurevitch and Janet Woolgar.

The aim of this collection of articles is twofold: first, to serve as a reader for a specific Open University course; second, to introduce the general reader to the analysis of communication.

It is not clear that the frontiers are exactly sketched out. There seem to be quite different possible approaches to the subject which are not considered. But, all the same, many extremely important and fascinating questions are raised about the control of the media, the relation of this control to government, and the nature of the messages conveyed by the mass media, particularly by television.

the role of the media as ideological and signifying agencies within that whole, and again, dominant ideologies are not merely reflections of the social conditions of the dominant class but represent the political relationship between the dominant and the subordinated classes in a specific social formation.

The book is broadly divided into three sections. The first is the most general, and the essays in this part are concerned with ownership and control of the media. The next section is more specifically concerned with forms of constraint on the press and television, as well as the institutional framework within which professional broadcasters and journalists work.

This section are, on the whole, attempts to render the doctrine more humane and less simplistic than the theoretical framework might suggest. It includes the abridged version of an essay by Theodor Adorno and Max Horkheimer on the culture industry which is the oldest and the most economically deterministic essay in the book.

Two vague thoughts remain—namely exactly as criticisms of the collection, but perhaps as unanswered questions. First, there is throughout a note of complaint that only the acceptable views, the respectable, the middle classes are presented by the mass media. Thus it is suggested that the media do not really reflect the views of the masses; they direct, form, create views which will be acceptable ideology of the mass media.

population and informs their daily lives". The broadcasting media operate within the same "consensus band" as the up-market newspapers, at least with regard to their news coverage; so non-middle class persons who watch, for instance, ITN news never get a chance to see news selected by anyone with their own interests and preferences.

But what proof is there that their interests and preferences are so different? If you believe in the class war as the dynamism which makes society and history move, then you are bound to believe that, for example, for every one person who proscribes bombs in pubs as disastrous, there are hundreds who would present them as good news. But unless the revolutionaries actually took over ITN or the other services it is difficult to see how such a change of stance could be achieved.

The second question? In their essay "Capitalist Communication and Class", Graham Murdock and Peter argue quite simply that mass audiences must be the media for financial minorities must remain in the for; and that this has the consequence that capitalism would deny that in fact there is a constant tension the need to cater for a broad audience and the need to cater for a few.

But more important, it is clear that such conflict is rarely political. In a relevant area of local politics, apparently too new to be at all in this book, a conflict is being fought which has much more to do with the struggle to keep the truly local than with any political struggle. It is in the interests of class that all struggles are local. Local interests do not technical interests of one class than another. They are by environmental factors of them economic. They make broadcasting seem a desire to fight the uniformity and conservatism which blinks out of our lives at the very one of the most depressingly orthodox repeated volume. Why should this ideology?

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21 Books/Childcare/Sport

Milk of human-kindness

N. W. Pirie

Breast Feeding and the Mother. Edited by K. Elliott and D. W. Christie. Ciba Foundation. £12.95 and £7.20.

Breast feeding is so deeply embedded in art, literature, mythology and religion, that its nearly complete disappearance in industrialized countries, is as dramatic a development as the revolution in sex.

Many recent articles and symposia have argued that breast feeding should be regarded purely as a decorative or erotic object, hitherto, the welfare of the baby got most attention. That aspect was neglected at the Ciba Foundation symposium; educational, hygienic and nutritional matters were discussed.

Discussion ranged from such unquantifiable issues as the increased sense of well-being but sucking seems to promote the fully quantifiable fact that it costs less to supply a mother with the extra food needed for lactation, than to buy the equivalent amount of proprietary baby-food.

Anyone for voodoo ball?

Jüri Gabriel

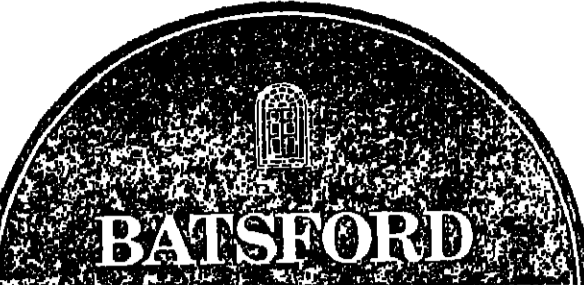
Webster's Sports Dictionary. Edited by Robert Capelstein. Longman. £8.75, 5779 067 1.

Inevitably with a work of this kind there is a slight bias in favour of sports practised in the country of origin—in this case America. Equally inevitably there are the occasional errors—particularly when dealing with the less familiar national games of other lands.

More annoying to my mind are the vain repetitions. For instance, the dozens of separate entries under "referee" all virtually paraphrase each other; and the equally unimaginative way in which words that can be used either as nouns or as verbs are ploddingly redefined in full each time.

Among this week's contributors:

Bernice Martin lectures in social studies at Bedford College, London. N. W. Pirie is ex-head of the department of biochemistry at Rothamsted Agricultural Station. Shirley Toulson is currently writing a book on the readership of contemporary poetry.



EDUCATION AND POLITICS: POLICY MAKING IN LOCAL EDUCATION AUTHORITIES. Robert K. Jennings. Dr. Jennings probes political and administrative decision-making in the English educational system and clarifies the relationship between professional administrators and the party politicians, explaining the subtle ways in which they share power and shape educational policy.

INTRODUCTION TO SYSTEMIC LINGUISTICS: 2 LEVELS AND LINKS. Margaret Berry. Margaret Berry deals with each of the fundamental concepts of systemic linguistics, and discusses passages of English in relation to them. This last volume covers levels of language other than grammar, discussing the relationship between grammar and other levels.

DRAWING THE HUMAN HEAD. Louise Gordon. A detailed study of the anatomy is of value to painters, sculptors, illustrators and those doing full figure work. This book is orientated towards the three-dimensional form of the head and how that form is interpreted on a flat surface.

EMBROIDERY FOR SCHOOLS. A reference book, with nearly 100 photographs and drawings, rich in ideas and practical guidance, while economical in the way these ideas are carried out.

COSTUME REFERENCE 3 JACOBAN, STUART AND RESTORATION. Marion Sichel. The latest volume of a popular new series covering every aspect of dress from Roman times.



RECENTLY PUBLISHED

A Dictionary of Commerce. D. J. THOMAS. This illustrated Dictionary will enable secondary school and college students to find quickly an explanation—not merely a definition—of terms used in Commerce without having to search through a text book. It should be of particular value to beginners in the subject who find their progress hindered because the terms used in Commerce are new and a useful aid to revision for students nearing the end of a course and preparing for an examination in Commerce.

The Ancient World in Action. The Athenian Law Courts. J. A. HARRISON. The Roman Forum. J. W. MULRYNE. This new series illuminates and brings to life various aspects of Greek and Roman civilisation. The reader is made to feel that he himself is actually present and either viewing or taking part in the events of the day. Detailed descriptions of places and situations as well as first hand accounts all contribute to the mood and spirit of the time.

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Constructive Mathematics. M. HAYMAN. Outstanding in a lengthy shelf of texts intended for the less academic pupil is Constructive Mathematics. Mrs Hayman suggests that the wide experience and the highest quality. Mrs Hayman suggests that the wide experience and the highest quality. Mrs Hayman suggests that the wide experience and the highest quality.

Simple or simplistic?

Bernice Martin on sociology

An Introduction to Sociology (2nd edition). By Elizabeth Wilkins. Macdonald and Evans £2.50. 7121 0937 4.

This is the second edition of a book which has had a considerable success as an A level text book. The main body of the text is unchanged, although the illustrations and statistical tables have been brought up to date, and the last few chapters on "The Changing Society" have been extensively revised.

The book has some of the strengths and all the weaknesses inherent in this genre of old discipline and raises again the old question about the suitability of sociology as an A level subject, particularly for inexperienced 16 to 18 year-olds. Simplification for the benefit of the young all too easily results in superficiality, and confusion rather than clarity.

Mrs Wilkins attempts a complete Cook's Tour of the subject, and, as with most tourist guides, she is less distorting on some parts of the

journey than on others. She is at her worst in her early cursory accounts of the Founding Fathers and her discussion of methodology. She is at her best in empirical and descriptive summaries of uncontrived factual material; the many carefully compiled statistical tables of aspects of British social structure are the backbone of this part of her enterprise.

The main trouble is that Mrs Wilkins does not always recognize when she reports it in her text. Nor does she seem aware of the need to reconcile contradictory interpretive approaches to "the facts". The truth of the matter is that her own approach is neither consistent, well-grounded nor logical. What a student will learn from the book (apart from a great many empirical facts) is a disjointed series of non-rationalist, activities padded out with some quasi-social-psychological glosses where the main factor unsettles the neatness of the scheme.

What, for example, would any self-respecting Durkheimian make of this? "In our own society marriage is an uncomplicated contract, which is completed without any trappings of ritual, all of which could be dispensed with. It is only cast in the traditional and patently associated with custom which causes us to resist. Yes indeed! And this "resistance" is precisely due to excite real sociological enquiry or take social class. Mrs Wilkins rejects the concept as "old-fashioned" as being "much too comprehensive since it involves objective approach." It is crucial theoretical and puzzles and paradoxes which leaves us so disoriented that, after all, is where the challenge and excitement of the subject lies. For the students will still have to master like Peter Berger at the moment, forget the statistics.

Life-thoughts. Paul Tillich, His Life and Thought. By Wilhelm and Margarete Collins. £9.95. 0 00 21650 0.

Paul Tillich was one of the most theologians of the 20th century. Born in the service as a chaplain in the World War, found his life's work under the Nazi regime, left to live in America. This book, Volume 1, "Aspects of his thought" 2 will analyse his thought in the background of his life. The authors knew Tillich and this is a very interesting readable book.



The English School

In Architecture and Organization. Volume II 1870-1970. MALCOLM SEABORNE and ROY LOWE.

The first volume of The English School, covering the period 1370-1870, received wide acclaim as a major contribution to architectural history and to the study of the development of educational ideas and practice. This second volume carries the historical record into our own times. Like its predecessor, the book studies the development of school architecture and its influence on the organization of the school.

10 x 7 1/2 ins., 60 plates, 56 figures. £15.00. Special price until 31st May 1977 £12.50.

On Teaching Classics

JOHN SHARWOOD SMITH.

Classics, once revered as the quintessential element in a "complete education", has been perceived by many educationists—undergone a "Copernican revolution". This book describes that revolution, with chapters on teaching Classical Studies, the Classical Languages, the Classical Literatures and Ancient History. Essential reading for teachers of Classics, this book also has something to say to all educationalists who are not content to remain ignorant of radical developments in a small but significant area of education. John Sharwood Smith, one of the founders of the Joint Association of Classical Teachers, is Senior Lecturer in Classics, University of London Institute of Education.

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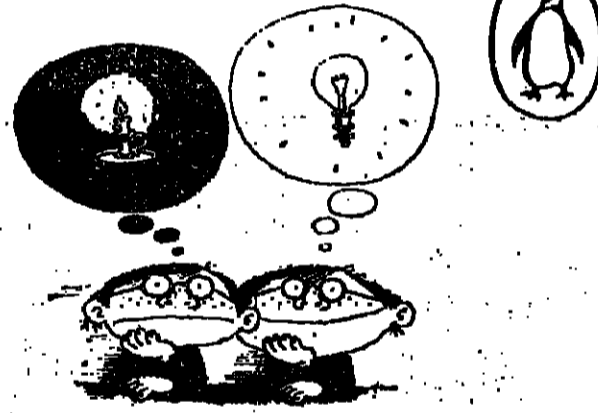
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SCIENCE EXTRA

In the SCIENCE EXTRA contained in next week's issue of THE TES Dr. Peter Merriman and Peter Borrows present a balanced view of the problems and provisions for safety in science as the teacher finds them.

ALSO

In the light of the past Professor Jim Eggleston considers whether recent curriculum developments can achieve their potential.

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22 Books/Literature

Paperbacks

Voices from the New World

Alistair Wisker

The Penguin Book of American Verse, Edited by Geoffrey Moore. Penguin Books £1.75. 14 042 198 X.

Professor Moore's two major considerations in composing The Penguin Book of American Verse were to create a 'teaching anthology' and to make this anthology representative.

This book complements the same

editor's Penguin Book of Modern American Verse (1954) by giving attention to the period since the early fifties. Comprising the development of American poetry from the seventeenth-century colonists to its most vivid flowering in the twentieth century, the anthology supports the editor's claims that 'writing for a purpose has coloured the whole American literature' and that American poetry has the ability 'to communicate without pretension, without self-consciousness and with perfect assurance of the truth and value of what is being said'.

One poem by Robert Duncan, a poet associated with the Black Mountain group (Charles Olson, Ed Dorn, Robert Creeley) who are well represented in the anthology, relates the beauty of the poem and, I feel, particularly the American poet, to an inner persistence toward the source striving against (within) down-rusher of the river, a call we heard and answer in the latestness of the world primordial belongings from which the youngest world might spring.

The freshness of a young world speaks in the best of these poems to verify Ezra Pound's belief that 'Literature is news which is news'.

It is also a pity that this chapter, akin to the 'approach' chapters elsewhere in the book, offering an approach to general literature. But as this is still an invaluable guide every serious student of times

Unmasked

Katya Watter

William Blake: A new kind of man. By Michael Davis. Paul Elek £6.75, 236 40054 1.

When Samuel Palmer, a young man of about 19, first met Blake, then a little over 60, he said two things about him which could be used as subtitles to this book: a man without a mask and one of the sanest, if not the most thoroughly sane man I have ever known.

Michael Davis works his way methodically through Blake's life, relating his poetry and painting to the world in which he laboured as an engraver of his own and other men's drawings with such poor monetary reward and limited recognition. He discusses the importance to Blake's work and development of the events of a changing world which included the French Revolution and the American Civil War. He deals also with the influence of the engraving Blake did for his bread and butter such as the illustrations for Milton, Dante and Stedman's book on slavery.

This book is as painstaking and thorough in its way as Blake's own work, and it is pleasant to read Blake's poetry is examined as well as his painting, but the emphasis is on biography, relationships and influences. Whether or not Michael Davis can make the imaginative leap required to interpret even Blake's simplest poetry is not certain; in this book he certainly does not do so. In fact, his approach can be misleading as, for example, in the discussion of the Songs of Innocence and Experience where the little criticism that he gives serves to conceal the fact that there are serious difficulties in the understanding of them. In the treatment of the prophetic books an adequate outline is given, the pitfall of oversimplification of symbolism avoided, but the grandeur of concept is not conveyed.

From under the net

Shirley Toulson

Iris Murdoch. By A. S. Byatt. Longman for the British Council. 40p. 582 01252 X.

English puritanism conditions many of us to consider it rather improper to take any prolific and easily readable writer with complete seriousness. P. G. Woodhouse suffered in his own country from such an attitude and it has often moulded the response to Iris Murdoch's work. Readers who acclaimed the philosophical and political integrity of her first two novels decried or ignored her subsequent annual offerings of symbolic fantasies among the upper middle classes. What they often failed to notice, being (as I suspect) secretly well-entertained by the plots, was the vital moral preoccupations, which are an integral part of Miss Murdoch's work, both as philosopher and moralist.

A. S. Byatt is one critic who has always given the novels their proper attention, and in this brief essay she explains the complexity of their design and purpose. She has not written a chronological account of

the whole 18, but has shown the most important of them: Miss Murdoch's continuing care with the relationship between art and morality.

The essay falls roughly into parts, the first of which considers Miss Murdoch's place in contemporary philosophy and literature. This includes some comments on her interpretations of Sartre and Simone Weil, and explains how she fits into the tradition of Existentialism. In the second and last part, some of the individual novels are looked at in some detail, in order to demonstrate the significance to the development and relation of her characters, and to almost mythical intensity of her plots.

Finally A. S. Byatt takes Miss Murdoch's first novel, Under the Net (1954), and, in comparing it with The Dusk Prince (1973), shows how in 20 years her major themes have remained constant. Both the novels are concerned specifically with an artist, and his struggle to create symbols which do not lose the truth.

23 Books/Literature/Travel

Children's literature

Variations on a voyage

Shirley Toulson

Colliers Row. By Ian Webster. Collins £3.95. 00 222491 7. The Adventures of Long John Silver. By Denis Judd. Michael Joseph £3.95. 7181 1504 X. The White Horse. By Robert Leeson. Collins £3.50. 00 184925 5.

One of the best ways for a novelist to explore the development of social history is to trace the course of a family through one or two generations. Ian Webster handles this traditional form with remarkable success. She keeps her readers' interest nicely balanced between the fluctuations of the fortunes of the individual members of the Fleming family and the enormous changes (mostly for the better) that came about in the five mining villages at the end of the last century.

Denis Judd is concerned with sea voyages of a different age and nature. Uncomfortable as the old lumbering Scottish colliers must have been, they were surely heaven to voyage in compared with the more elegant eighteenth-century Bristol slavers. In his imaginary account of the career of Long John Silver, before the boy Jim Hawkins came upon him and the adventures chronicled in Treasure Island began, Mr Judd does not spare his readers the full realization of the brutality and violence with which men chased wealth on the high seas. The danger of this sort of historical realism, and one which he does not entirely escape, is that the descriptions of extreme physical cruelty have to be so extreme that they go beyond our feelings and become inhuman and impersonal.

In some measure this is offset by the ingenuity with which Mr Judd works out John Silver's career

political ends and for specific safety regulations in the pits, through his job on the local paper; a daughter trained to be one of the first women doctors; and another, the pretty, flighty one, married into the owner's family. Others emigrate: a crippled son became a wealthy American engineer and a daughter went to New Zealand. Kate's natural son, born before her marriage, realized a life's ambition and ended up as a highly respected master-mariner with a wife, who in his early years was brave enough to go to sea with him and to stay on board for the birth of her baby. Mrs Webster uses all these activities to reconstruct the rapid social and technological changes at the end of the last century.

Matt is the son of Jess, the idle character of the second novel, and her Cimmerian lover. After his mother's death he comes to England at the time of the Civil War and enlists on the Parliament side, but he is more concerned with avenging a family feud than with the actual outcome of the war.

To appreciate the vengeance theme of the novel to the full it is necessary to read the complete trilogy in sequence. Yet this book can stand on its own insofar as the lives of ordinary men and women. And it is more than a social document for it is threaded by strange imagery: the brown-skinned Matt rides an almost legendary white stallion and he is haunted by brief meetings with a wild woman preacher and her compelling dumb companion. On a more realistic level he confronts the philosophy of the diggers and levellers. Here, as in his previous books, Mr Leeson shows that it is possible to write an adventure story packed with action and incident and still retain his reader's interest in the controversies of contrasting social ideas.

Lore of lake and mountain

Alexander Russell

The Folklore of the Scottish Highlands. By Anne Ross. 7134 3162 8. The Folklore of the Lake District. By Marjorie Rowling. 7134 3165 2. Batsford £3.50 each.

Two new titles in the series, Folklore of the British Isles, maintain the publisher's high standards. Marjorie Rowling, known to readers of the Everyday Life books, gives her study of the Lake District an historical approach. Anne Ross, Celtic scholar and archaeologist, centres her study on the Scottish Highlands more on oral tales and personal experiences. Their hospitality is unrivalled and their company with our equal, she says of the Gaels; and a North Uist family 'took me into their home and taught me their

language with infinite patience and kindness'.

In the world of witches, the witch of Laggan scores over Mary Baynes of Tebay for blood and thunder, and reminds us that the witches in Macbeth are not funny. Clearly, the compassion and gentleness in Highland folklore are matched by a cult of savagery that Marjorie Rowling's folk cannot equal. For example, the legend for history if you are a Macdonald of the Elgg massacre of 1577, when 350 Macdonalds were suffocated in a cave by the Macleods; or the cure for epilepsy by burying alive a black cock; or the use of fried mice as a remedy for smallpox.

The comic is never far from the cruel. 'Female children must not be baptised in the same water as that used for a male child, lest they grow beards.' Unfortunately, this

rich human stuff requires, if not a Shakespeare or a Boswell, perhaps the more leisurely and eloquent narrative of J. F. Campbell or Dean Ramsay.

In the Lake District we find more fairies, but oddly, more devils in Westmorland than in Cumberland. And, with Michael Scott, the author can lay claim to the master sorcerer, magician and mathematician. More recently, tales of cock-fighting and wrestling indicate that all is not as peaceful in Lakeland; and these, like dog trials, could do with more pages and more personality.

For well-documented accounts of superstitions, traditions and festivals in the Highlands and in Lakeland, these two books will satisfy students, tourists and friendly readers alike.

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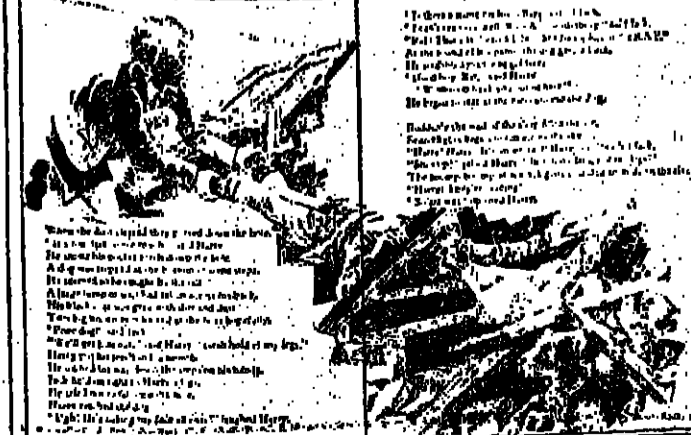
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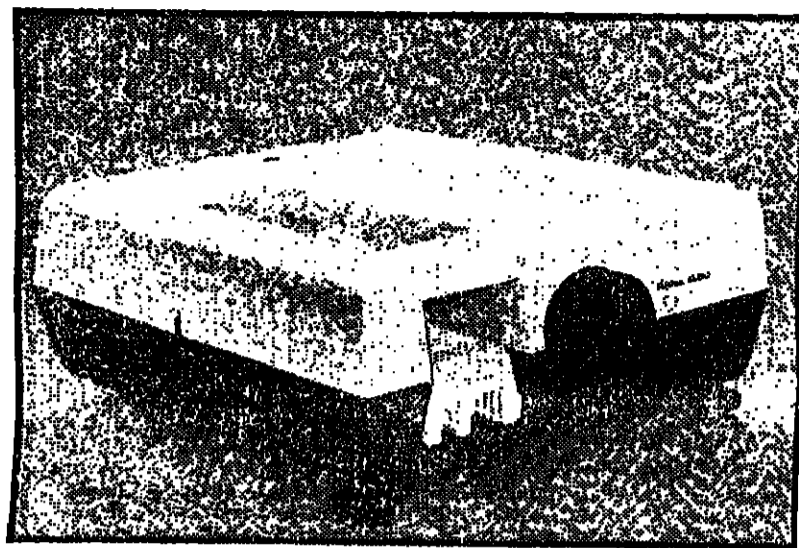
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Bell & Howell A.V. Limited, Alperston House, Bridgewater Road, Wembley, Middlesex HA0 1EG.

The TQIII is the latest in the line of Bell & Howell 16mm sound film projectors which bear the initials TQ. This line was first introduced as the TQI in recognition of the tungsten quartz iodine projection lamp which was used, a type of lamp more normally called Halogen now. The TQIII uses the same type of halogen lamp as the TQII.

Internally, there is not much difference between models in the TQIII series and the corresponding TQII models. The TQIII models are the result of a successful reworking exercise. They are better looking, easier to carry, more convenient to operate than their immediate predecessors.

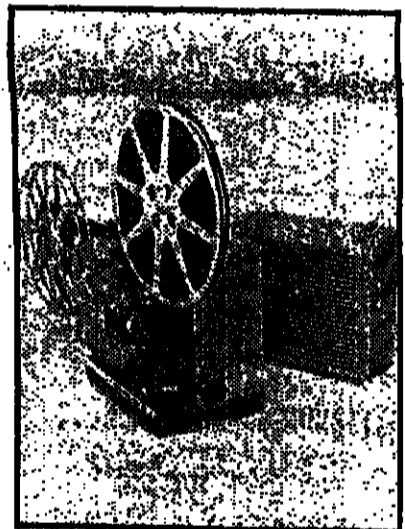
These projectors perform well and there is something in the series to satisfy most school requirements. The TQIII series is divided into two ranges, TQIII Specialist and TQIII. The models are TQIII Specialist 1695, 1698 and 1694 and the TQIII 1692 and 1693.

The Specialist all have a lamp overrun warning light, still picture and animation facilities, remote control socket (for still picture), two tone controls, loudspeaker in removable side cover and an audio line output to feed an external amplifier, none of which the TQIIIs have. The TQIII has a 12 watts sound power output while the TQII Specialist has 25 watts.

All models have automatic film threading, automatic loop reformer, two projection speeds (normally 18 to 24 frames a second, but technician adjustable), reverse projection, power rewind, and built-in loudspeaker.

Optical sound track playback only is provided by the TQIII 1692 and TQIII Specialist 1695, which makes them the most suitable for school use. The models 1698 and 1693 also have facilities for playback of magnetic sound tracks. For those who wish to record on magnetic sound track there is the 1694.

When projecting motion picture films normally, all the models are identical with blade shutters, the same film pull-downs and the same type of objective lens (51mm, 5/1.2) as the standard supply. The



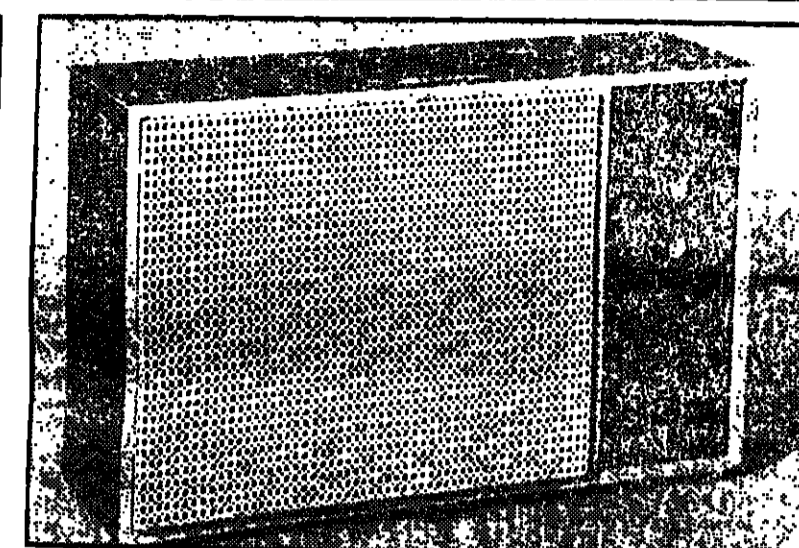
screen is evenly illuminated and at a high brightness. Even with the main rotary control switch advanced only as far as projection with reduced brightness, the picture will satisfy most classroom applications. (Reduced brightness running is always worth while as it leads to a money-saving increase in lamp life.)

The lamp overrun indication on the Specialist models is a useful safeguard. If the lamp voltage goes above what it should be by about half a volt, a small red light flashes on the control panel. Turning back the main control switch to "off" but at the next opportunity one should stop the projector, disconnect the mains lead and reset the mains input selector to a higher voltage.

Picture quality is good. Resolution and contrast combine to give good pictures and the picture steadiness which is common to Bell & Howell 16mm projectors of many models, is steady. If it is not, then your projector is in need of attention.

Those who are used to listening to good quality sound from tape or disc or video broadcasts will always criticise at 16mm optical sound track quality. All that one can expect is a smooth and level response within the relatively limited frequency range available at this time.

The TQIII provides such a level response and, like some controls, is only on the non-Specialist models a good range of adjustment to



enable difficult acoustic conditions to be dealt with or the best job to be made of poor films. The best sound quality with these projectors is obtained with a good external loudspeaker, but the results from the built-in loudspeakers will also satisfy most classroom requirements.

The performance of the slide cover loudspeaker with the Specialist models, apart from being able to handle a higher power and produce more volume, was not thought to be so good.

Where a conventional style of automatic threading portable projector is required the TQIII can be recommended as a series from which a model may be selected.

Slide projector

Rank Aids 3000AF
£74.74+VAT
Rank Aids 3000RF
£65.01+VAT
Rank Aids 3000M
£29.44+VAT

Rank Aids Visual Limited, PO Box 70, Great West Road, Brentford, Middlesex.

Three slide projectors are in the current series from Rank Aids, all of which are made in Belgium. The projectors are for use with 50 x 75mm slides mounted on either a Leitz pattern straight slide magazine, or a GAF Rotatory rotary magazine.

Leitz pattern magazines are available with slide capacities of 36 and 50 slides and the GAF Rotatory magazine for these projectors can take 100 slides. Although all normal thicknesses of slides may be used in Leitz pattern magazines, only the thinner ones, up to 2.2mm, may be used in the 100-slide Rotatory.

All three models use the quite common type A1/216 24 volt halogen lamp rated at 150 watts and with the standard 100mm Maginon lens with f/2.8 aperture a good light output is produced. With a normal 24 x 36mm slide aperture, which is the usual equivalent to double-frame filmstrip, a light output of just over 500 lumens was recorded, which suits the projector for use in partial blackout. If picture areas are kept below one metre in width, good results can be obtained in reasonable ambient lighting. The overall picture quality is good.

The slide heating is low and slides may be projected for long periods in safety. The casing of the projector and the lamphouse cover also remain cool.

The projector which I tested was the top model in the series, the 3000AF. This is equipped with remote control of forward and reverse slide change, automatic focus correction and three timed slide change. The remote control is connected by a plug and socket, to a synchronizing tape recorder could be used in conjunction with the projector.

The 3000RF is similar to the AF, but exchanges a remote focus control for the auto-focus. The basic model is the 3000M, which has neither auto-focus nor any remote

control facilities. The optics and slide change mechanism of all the models is the same.

When using thin slides in the Leitz pattern magazines a "pusher adapter" which is supplied with each projector, has to be fitted on the end of the change arm which pushes the slides from the magazine into the projector. This adapter may be left fitted permanently if only the Leitz pattern straight magazines are used, but must be removed for operation with the rotary GAF Rotatory magazine. Apart from this operational difficulty, there were no other problems when the projector was tested.

It should be remembered that these projectors are essentially designed for household use and will not, therefore, have the lasting qualities of, say, a Kodak Carousel. However, the price is attractive, especially that of the 3000M and 3000RF.

Loudspeaker amplifier

Coomber Loudspeaker Amplifier Model 209
£37.95+VAT
Coomber Loudspeaker Amplifier Model 210
£49.95+VAT

Additional input for microphone. Manufactured and distributed by Coomber Electronic Equipment Ltd, 58 The Tything, Worcester, WR1 1JT.

The Coomber models 209 and 210 are British made units designed for educational use as boosters for radios, cassette recorders and tape players. The model 210 provides an additional input for the connection of a microphone for public address applications. Independent volume controls are fitted on the 210 for the tape playback and microphone inputs to allow mixing and microphone monitoring.

The units have inputs and loudspeaker outputs on both the European DIN type sockets and jack controls are fitted. The amplifiers have a rated output power of 15 watts.

The Coomber amplifiers are about the size of a small suitcase and are readily portable. The cabinet is made of plywood with an attractive finish. The 209m (250mm) internal loudspeakers are situated next to the main control panel and a small panel at the rear of the cabinet has the connections for external loudspeakers. A standard 13amp mains socket is provided on the side of the cabinet to feed any mains operated units. Only one plug needs to be connected to the wall socket.

The Coomber amplifiers have a high output power and the internal loudspeaker should be high enough for virtually any indoor application.

The amplifiers are readily portable and perform well for their size. I can recommend them for school use.

Death on the farm

Four children have already died in farm accidents this year. In there were 21 children under 16 among the 108 people who died in accidents on British farms. The involved machinery.

These figures were given by Bill Simpson, chairman of the Health and Safety Commission, the promoters of a new film dealing with the safety of children on farms. The film is part of a publicity campaign organized by the Health and Safety Commission's operational unit with the theme "You Can't Safe with Machines".

Although there were no non-fatal accidents to children last year it was estimated, said Mr Simpson, that could be as many as 1,000.

As an example of how a tragedy can strike, he described how a farmer and his 15-year-old son broke off working. The son was killed when the tractor wheel fell on him and a boy was drowned in an unprotected well.

Two thirds of fatal accidents said, involved farmers' children rather than child visitors. Agreed that the only industry where children were allowed to work was what was often a highly organized working environment.

The film, *Apaches*, aims to help young children can be involved in farm accidents. It depicts the danger zones in a game of Red Indians each with a group is involved in an accident until only one remains alive.

"Apaches" is in 16mm colour and runs for 27 minutes. Copies available on hire or for sale for the Central Film Library, 94-96, Central Avenue, London W3 7JH, its associated libraries in Scotland and Wales.

Competition

This Autumn, the National Committee for Audio-Visual Aids in Education is organizing a slide competition for schools, colleges and local authority recognized groups.

The competition, which is intended to produce the use of slide-making as a creative medium for young people, is divided into three categories: junior (up to 11 years), intermediate (up to 16 years) and further (up to 21 years). The closing date for entries is 31st October 1977. The competition must have been produced since September, 1976.

After a preliminary judging by the judging panels, the three finalists in each category will be invited to "slide-tape key" in London in the week of October where the judging will take place. Prizes will be presented to the winners of the winning programme. For further details, contact the National Audio-Visual Aids Centre, 254 Belsize Road, London NW6 4BY (Telephone 01-626 8812).

A book of songs about road safety, mostly written and composed by children, has been produced by the Leicestershire County Council for schools and youth organizations in the area. Many of the songs were written for a competition that was judged by The Spinners folk group.

The winning song, "Supper Look-I Don't you Dare!" was sung by a group of children from St Faith and St Martin Middle School, Lincoln. A few copies are available for schools in other areas at 50p each. Cheques and postal orders should be made payable to Lincolnshire County Council. Write to: Richard Ollingridge, Area Officer, Safety Department, City Hall, Remounts, Fen, Lincoln, LN1 1DH.

Equipment for 'a children's house'

Gillian Thomas on Montessori Schools

Dr Maria Montessori called her first classroom back in the 1920s "a children's house". She designed it to be a place where each child had a sense of belonging to his own community and could share constructive experiences with others. She also thought it should be a place of beauty, harmony and practicality, adapted to the needs of his particular age.

For these reasons every true Montessori school puts a great deal of emphasis on "preparing the environment". Equipment is of crucial importance. Many of the basic Montessori items—such as the "cylinder blocks"—are extensively used in infant schools and playgroups. However, there is a great difference between having them around simply as useful teaching aids and using them in the Montessori way.

It is this which has led to the mystique—and frequently misunderstanding—of the Montessori approach. Setting the scene in a Montessori school begins with basics like small tables and chairs which aim to be attractive and inviting. Low shelves hold the equipment and every piece has its own set place on them, to which it is returned after use. This is a basic principle which the children learn early on. It is part of learning to care for his environment and to form good working habits right from the start.

The children are first introduced to the "practical life" equipment. This includes ordinary things found in any home, like soap and water, brushes and towels, jars with sponges, hobs, dusters and clothes with hooks, buttons and ties. These are all gathered in one section of the room. The aim is to encourage the children to carry out simple practical tasks—with a definite purpose.

The fact that children in a Montessori school scrub the floor, do the washing-up and carry out chores like dusting is perhaps one of the best known, but wrongly interpreted, aspects of the system. Dr Montessori put great emphasis

on these activities because she saw them as a basic to the child's education and development. They help to satisfy his need for movement. One day he might want to do up a set of buttons over and over again to perfect the exercise, though to the adult mind it appears to be time-wasting repetition.

The practical exercises also encourage hand and eye coordination, as well as general movement. Putting from one jug to another demands considerable concentration and control. Walking along a straight line, a basic group activity, is something small children find an invigorating challenge.

While these practical activities provide a link between home and school for the child, they also teach him to care for his environment and to consider the other people with whom he has to share it. It is taught to clear up carefully after each job in order to leave the equipment ready for the next child; he also learns to care for his own person—how to wash himself, brush his hair, cope with clothes, which encourages a sense of independence.

Once a new child has settled in happily at a Montessori school, he is invited to begin explaining the special apparatus. The main suppliers are A. Nienhuis BV of Zellicum, in Holland.

Although expensive, it is designed to last. Indeed, Dr Montessori herself insisted that the best possible materials should be used, in order to foster the child's appreciation of quality. Everything is deliberately gay and harmonious to attract the child and entice him to explore.

Dr Montessori developed a wide range of material equipment for use with young children. It is geared to training their senses—all of them. For instance, touch, smell and taste are neglected in ordinary schools, whereas the Montessori equipment is designed to refine the sense of touch. A vital spin-off is the fact that any defects will immediately come to light.

The famous "cylinder blocks"—10 cylinders of varying heights and diameters which fit into appropriate



holes—are used initially to encourage hand-eye coordination. The children learn to pick them up lightly with their first two fingers, as a preparation for writing. They are also used to teach gradation, as well as all kinds of basic mathematical conversation—short, tall, shallower, deeper.

The "pink tower" is another well-known piece of Montessori apparatus. It consists of cubes which increase in size from one cubic centimetre to 10. The "broad stair", a set of 10 brown rectangular wooden prisms, has a similar function; it involves visual comparison, both in dimension and language development. The "long rods", 10 red wooden rods of varying lengths from 10 centimetres to a meter, also teach a sense of gradation.

The child's sense of touch is developed by sets of rough and smooth boards, and also tactile tablets—five pairs of graduated sandpaper pieces mounted on wood. More sophisticated versions are introduced later, like sandpaper letters (which the child learns to recognize by touch) and combinations of letters; both help to prepare him for reading and writing.

Children also "feel" geometric shapes, including not only squares and triangles but also much more intricate ones. They come in a polystyrene cabinet of drawers with insets and frames. There is also a big box of coloured tablets to encourage colour identification, as well as matching and grading.

The "sound boxes", two sets of six cylinders, are distinguishable from one another only by the sound they make when shaken. The child has to pair the sounds.

When the children are familiar with the sensorial apparatus, they are ready to move on to more advanced reading and number work. The range of aids to cover these is equally comprehensive and includes the famous set of "golden beads" which introduces the decimal system.

Incidentally no item of equipment is duplicated. To discourage a competitive spirit, the children learn to do their work for the inner satisfaction it produces, rather than the desire to work better or faster than their companions. Cultural activities are similarly introduced to the children very early on. These include science, encourage elementary biology, geography (for which there are special map-puzzles), art and music.

However, whatever the topic, it is the child who chooses when to do it and how much time to spend on it. The teacher is very much a guide; hence her title of "directrice". She demonstrates the equipment and then withdraws to allow him to use it on his own. The equipment is often designed so that he can see immediately whether he has been successful or not.

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The Arnold Shop Window, a comprehensive exhibition of Arnold Educational Equipment and Publications, supported by educationalists, will be visiting Portsmouth to give people in that area an opportunity to examine their:

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John Ingram will be representing The Times Educational Supplement during the course of the exhibition and looks forward to meeting as many teachers as possible.

The Exhibition will be held at the **Portsmouth Centre Hotel**, Pembroke Park, Portsmouth

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This photograph showing two girls practising calligraphy in a traditional Japanese room is one of many in Richard Tanner's 'Japan Today' (Routledge, £1.95). There are sections on all aspects of Japanese life, including the changes brought by the post-war economic miracle, the Japanese landscape and the characteristics and traditions of the people. A useful book for modern studies.

Placed

Teaching Geography series, General Editor Michael Smith. No 27, Motorway, By E. Rawling. No 28, Analysis of Land Use Data, By R. Daugherty. No 29, Geography and Football, By J. Dale and B. Gowing. Geographical Association 60p each.

Most of these booklets (each normally less than 30 pages long) deal with specific techniques applicable in secondary schools—and usually the techniques have been worked out and tested by practising teachers. They are intended to be adapted and translated to individual school requirements.

Motorway is an exercise in environmental decision making. The aim is to encourage pupils to play the part of board members in a large construction company, which competes against a rival company. The game is most suited to fifth and sixth formers, but suggestions are made for its use in other years. Analysis of Land Use Data describes a practical exercise in experimental design, hypothesis testing, collection of data and statistical analysis involving fieldwork at sixth form level. The study area is in Northumberland and the aim was a factor analysis to determine relationships between vegetation and drift geology, etc. As usual in such enterprises the amount of work involved is out of proportion to the results obtained, although there is much of value in the investigations themselves.

Geography and Football examines the location of League teams, relating to population and attendance, distances travelled by teams, distribution of supporters and sites of clubs in urban areas. These aspects are interpreted in terms of 'spatial' techniques progressing from the easier to the more difficult throughout the booklet. The authors believe that this approach could be useful at CSE, CEE and more advanced levels, and also in combined studies. Interacting as this study is, it would be unwise to believe that because a popular topic such as football is the subject of inquiry it will be any more palatable if heavily overlain with technical terms, gravity models, distance decay graphs, untransformed relationships, parameters and the Pearson Product Moment Correlation. These are potentially useful booklets in a reliable series but they need such adaptation for different schools. Bryan Waites

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News into history

Jessica Saraga

The Rise of Communist China. The Arab-Israeli Conflict. Schools Council 13-16 History Project. Holmes McDougall. £2.05 each. Teacher's guides 75p each.

The Schools Council History 13-16 Project has produced these first two sets of pupils' and teacher's books for its new Modern World Studies O level/CSE syllabus. Further sets are to appear for the other specific areas of study included in the syllabus, Ireland and European Unity. Each set is to be supplemented by a filmstrip and a cassette, and there is to be a background book for the course as a whole.

Contemporary History—Modern World Studies—whatever the label, the subject has much to commend itself for study in schools. In a world where children who are not aware of significant or at least noteworthy events in problem areas of the world, and it is suggested by the Project that ideal starting points are provided in a way which is interesting and can be kept alive by events as they happen; in fact, another part of the course requires the pupil to keep a brief diary examining a current issue, not necessarily political, as it develops. Contemporary subject matter, coupled with this up-to-the-minute approach has a high chance of success, which these excellent course books are sure to increase. They

Marx and money

Geoffrey Wood

The Soviet Economy. By David A. Dyker. Crosby Lockwood Staples £4.95. 258 pp. 96950 4. Unequal Development. By Samir Amin. Harvester Press £10.50. 901759 46 5.

These two books are in striking contrast to each other. Dyker's is simply and analyses clearly, using a wealth of data and conventional neo-classical microeconomics, the Soviet economic system. His system is placed within both its historical and geographical context, and the aspects of economic policy which seem particularly important in producing the pattern of Soviet development are highlighted. The second chapter describes accurately and simply the process involved in constructing an economic plan. This book would be useful for good A level students not only as a

description of Russian economic development but also as an excellent example of applied microeconomics. Samir Amin's Unequal Development cannot be similarly praised. The attempt to apply the economics of Marx to economic development always raises hopes, for Marx, in his reversion to Ricardian analysis, reverted to an economic tradition in which an analysis of the causes of economic growth was central. Unfortunately, no serious attempt is made to apply that Ricardian tradition of analysis. There are good parts (for example, the description of the development of Arab trade and industry) and some of the analysis is good, but the book is marred by crucial failures, such as the absence of even a reference to Ricardian analysis, and the absence of any attempt to apply that Ricardian tradition of analysis. It is doubtful whether the writings in the last section of the early history will count for much in the long run. The younger writers have behind them a weight of established authority that the younger writers have yet to develop. None the less, all the articles are worth reading, and their reprinting will relieve pressure on librarians for missing journals, and counter the constant student grievance that recommended reading is not available. B. S. Roberson

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A guiding hand

Elizabeth Henry on Latin

Cambridge Latin Course Unit IV Teachers' Handbook £2.40 0 521 08543 8
Virgil Selection from Aeneid II Edited by C. H. Craddock 50p 20827 0
Handbook £1.75 20838 0
Tacitus Selections from Histories III Edited by Peter V. Jones, 60p Handbook £1.45
Information about the Language Units IV and V. 60p.

Never grudging, but (as so often) rather late with its guiding hand, the Cambridge Schools Classics Project has issued handbooks to run more of its O level texts and to the further commercial set of pamphlets which make up Unit IV. Like the earlier handbooks, these provide much more than their humble forewords promise — "simply informative" — help with translation, "information and suggestions." There is a wide variety of approach, invaluable reference material, a whole range of fresh ideas for treatment of long familiar passages, and encouragement to face daunting texts once totally unknown below the sixth form. The suggestions are so abundant, and often so ambitious, that there is a real danger of arousing dismay sometimes rather than enthusiasm. No one could possibly succeed in all these ways, and some may end by feeling they could not possibly succeed in any of them. On the other hand it would be quite hard to fail with them all.

The Unit IV pamphlets themselves have been in use for some time, and there is no doubt that most classes (in the pre-O level year) find the extracts from once totally unknown authors both difficult and interesting. The difficulties of reading original Latin for the first time can never be side-stepped, and they need very steady and also flexible help from a teacher who knows the class. This personal

help is needed for linguistic difficulties (where do the phrases begin and end? is that verb passive or deponent? are you confusing *munus* and *munus*, or even *munus*?) and also to elicit a sympathetic awareness of literary qualities probably very different from anything already encountered in Latin or any other reading so far. The questions and comments which may elicit this response have to come at this stage from the teacher and not from a textbook. That is the main reason why classes often find the Unit IV pamphlets bewildering and may react against them in toto. The comprehension questions supplied there are overwhelming in their detail and in the extent of background knowledge, above all in the maturity of judgment, which they assume. These pamphlets really ought to be kept from the class and used as this handbook does: the format of the O level texts here is very welcome.

The extracts are printed with a minimum of connecting English narrative, and the Tacitus booklet has four maps and a summary of the events of the year 69. The Virgil needs a map too, because readers often forget that Troy is across the sea from Greece, which is important. Old-style notes are out. All else is in the teacher's handbook to be put before the class when and how it is really needed.

The level of scholarship in all these books is very high (though it is a pity to find "principle parts" on page 30 of the information booklet). The distinguished names among the acknowledgments in D. J. Morton's preface include a number of scholars in English studies whose critical work has been so valuable in developing the whole approach to the project. Book lists are fascinating — Kipling, Shakespeare, Michael Ayrton, Isaac Asimov... and a splendid range of writers in the Aeneid, with one surprising omission, Viktor Péschl's *Art of Virgil*.

The new information booklet offers a sort of rescue operation for those who need it, as well as orderly revision material. There is a lucid summary of syntax, and exercises consisting of examples from earlier reading (e.g. of participles, gerundives, purpose, etc.) in sets of 10 sentences for translation. Back to Hillard and Butting?

The Oxford Latin Dictionary, Fascicle V, *Libero-Pactum*. Edited by P. G. W. Glare. Clarendon Press. £10.00. 19 864218 0.

The *OLD* progresses, and it continues to enlighten and even to charm the student. Its attraction, as a book for leisurely reading as well as for quick reference, comes partly from the unimpeded arrangement of the material, so that the eye can move without confusion from one meaning of a word to another, and one can linger over the very numerous quotations. These are often longer than they were in Lewis and Short; as an example, *lumen* in its literary sense is illustrated not only by the L. and S. quotations from Cicero and Quintilian (themselves fuller than L. and S. gave) but also by Tacitus, Gellius, and Fronto. The rather felicitous "highlight" is given as a translation here for *lumen*, but not (as in L. and S.) "transparency of style", a sense which is clearly required by the quotation from Cicero's *Orator*, where *lumen* is given as equivalent to the Greek *schemata*, "rhetorical figure".

But new discoveries are far more numerous in the annotations. How striking, for example, to see under the possessive adjective *meus* the use of the feminine *mea* as noun "my sweetheart", followed by *meus*, masculine, "my master or owner". But before commenting on the social history behind this one should add a quotation like Ovid's *meus est* — spoken by a feminine water-sprite — "look, I have him in my power".

Sparks of Art

Developments in Art Teaching. By Terence Woolf. Open Books £3.90. 7291 0039 1. £1.75. 0034 0.
Developments in Design Education. By John Eggleston. Open Books £3.90. 7291 0097 9. £1.75. 0092 8.

Here are two books in a new ten-book series on the changing classroom which are designed to offer a practical guide to recent innovations in teaching. Each one is set out in three parts which are definitive, exemplary and projective. The authors keep carefully to their plan and deserve credit for providing background, giving examples and adding something to the current debate.

Although the master plan is clear, it is not well served by individual style which seems an uneasy combination of the heavily guarded and the hand-me-down. The guardedly lies in the repeated qualifications which blunt the point of the argument, while the hand-me-down lies in the ready-made phrases which both authors employ for an effect which may be weighty or just enough to make the eyes glaze.

Terence Woolf does close his book on art teaching with the admission that he is aware of the risk that his plan may be labelled "lofty

and unreal rhetoric" but he means. You have to see the job is, then do the best George Orwell wrote for "Politics and the English Language" in 1946 he gave the language a famous dusting. In this: "The inflated style is a kind of euphemism. A Latin word falls upon the soft snow blurring the outlines of the details."

One sad effect of such that it obscures the meaning also puts a gulf between, and subject as well as a book on art teaching and reading. The design and education are in an enveloping blanket over us all, warm, large and intended but deadening. It is forcing it either through the creases or sideways out.

One illustration of the latent in long distance occurs when Terence Woolf's part three (dealing with developments) that the author and reader so that colour, texture, line and form comes the basis upon which, architect, the designer and she are moulded. I do not know if new about this view and know of formal considerations, so someone in the creative — but I do know that if he about his basis I am very, as to whose hands do the

Peter Nide



Instant introductions

Modern Verse Drama. By Arnold P. Hinchliffe. The Picaresque. By Harry Sieber. Biography. By Alan Shelston. The Critical Idiom series: Methuen £2.25 and £1.20 each.

With now over 30 titles in the series, Methuen's Critical Idiom series is firmly established as a valuable library of instant introductions to literary forms and topics; and these four new titles are as concise and as complete as their subjects permit. For example, while an 80-page monograph may have an ideal format in which to discuss *Modern Verse Drama*, Elton and Fry, it is hardly adequate for a proper exploration of their subjects.

As it happens, though, easily the most readable and entertaining of this present quartet is Alan Shelston's *Biography*. Having itself all the gossipy fascination of a good biography, it makes for both informative and entertaining reading as it shows how the biographer must tread a narrow pathway between the territories of the historian and novelist.

The main part of the book is a detailed examination of such works as *Plutarch's Lives*, *Andrew's Brief Lives*, *Inswell's Life of*

Johnson, Mrs Gaskell's *Life of Charlotte Brontë* and Strachey's *Eminent Victorians*. This last writer is shown to be an important innovator. Subsequent to his work, the biographer has had a new freedom to forsake the merely chronological plan and to consider his craft as an art form. Research or personal acquaintance is not enough; the biographer must employ art to reveal "the real core of the hero's existence". This is a most useful background for anyone studying (or teaching) a particular set text that falls within the genre.

Finally useful and successfully comprehensive, Mr Hinchliffe's survey of *Modern Verse Drama* readily providing a critical commentary on the achievements and failures of Elton and Fry, he shows how these relate to the earlier and to the more truly theatrical poetry of Beckett and Pinter. As he says, "The challenge to the obvious, superficial and naturalistic drama was welcome, and Elton's belief that a craving for poetic drama is permanent in human nature is probably true. But only a poet would have assumed that such drama must be in verse."

If Mr Hinchliffe can regard his subject with such elegant detachment, Mr Faulkner has more trouble when dealing with *Modernism*. For

a start, one of the chief characteristics of modernism is "an unremitting self-consciousness" and such narcissism can make the critic's role seem superfluous. Add to this the modernist's insistence on questioning not merely the assumptions of society but also all established literary forms, then the result is a complexity and a seeming lack of coherence that cannot really be resolved in enough even to define the movement adequately; but, to quote Mr Faulkner, "Whatever description is finally arrived at for the art that has emerged since Eliot and Pound, Joyce and Virginia Woolf, there can be little doubt that their achievement was substantial enough in spirit and method to modify the term 'Modernism'." This book justifies itself through the very points that its author makes about these four writers, but is less successful in its professed aim of providing "a workable idea of Modernism".

The last of the four is a concise and illuminating survey of that type of Spanish episodic novel which traces the adventures of a vagabond who makes his way in the world, and which is known as *The Picaresque*. It happens to be written in an 80-page survey of this type of novel (and its place in Spanish and other European literatures), then this book is exactly what you are looking for.

Instant introductions

David Self Casting the net Roy Blatchford on English for CSE and CEE

An Introduction to CSE Multiple Choice English. By Clifford Fisher. Edward Arnold £1.30. 7131 0068 0.

This is the third of Mr Fisher's Multiple Choice publications (there has already been one for CSE and another for O level) and he now extends the scope to include assignments and exercises that could provide a useful general purpose English textbook. The emphasis remains on the multiple choice items: 17 chapters each contain two or three exercises for analysis. *The Lion, the Witch and the Wardrobe*, *Sirge of the Dimp* and *Waterloo Dawn* in the early sections will interest 12 to 14-year-olds, while selections from *The Bridge on the River Kwai*, *Maurice Herzog's Annam*, and *The Treasure of the Sierra Madre* (read always in extract, it would seem) should only be tackled by pupils in the final year of CSE. The author has not his eye far and wide through travel, fiction, history and miscellany, and arrived at a splendid variety: the inclusion of two passages from David Nye's *The Moon's a Ballroom* is a refreshing dip into the popular best-seller market.

I am yet to be convinced of the value of multiple choice exercises. Objective assessment comes the rejoinder, while we continue to argue against the curriculum determined by examination syllabus and accurately compiled, such an approach seldom promotes a reading with critical understanding beyond the immediate text.

The exercises in this volume are seen as starting-points for follow-up work in to Read, Research, and one might predict. Unfortunately, the questions are surprisingly blunt—Do you believe in zoos? Do you think it is wrong to have nuclear weapons? Do you think teachers should be paid more? Write against, and suggestions to "Write a short biography of" will elicit

worthless chunks of encyclopaedia, copied verbatim.

In contrast, the chapter on heraldry, surmises and flits has fine potential for projects, and "further reading" titles throughout happily stretch the average CSE pupil.

Wider Aspects of English, Book Six. By D. S. Higgins. Cassell £1.60. 304 29620 1.

In an earlier volume in the series the author writes of the revolution in the English curriculum in recent years—integrated studies, mixed-ability groups, new types of examination which demands resources to encourage pupils to read, write, speak, judge and think about aspects of society and the human condition. Book Six, like its precursors, contains material that has been written or collected specifically for the series, with instructions and explanations kept to a minimum so that teachers can determine the emphasis of their approach.

R. B. Heath's *Impact Assignments in English* (Longman) is perhaps the best book of this kind available, and has the advantage of a reference section on interpreting statistics, researching, and preparing an essay or summary. *Wider Aspects* would be well served by such a section, as well as a list for further reading, and more guidance for the teacher or the student working alone.

There are chapters on the probation officer, first encounters at work, the problem of overweight, vicarious living, the mass media, the single mother—all presented with an eye for classroom use. Photographs and statistics to comment on and passages for comprehension which extend instructively beyond the text for use on a general English course, and particularly to pupils following the CEE-style syllabus.

Poetry forum

Consider These Poems. By Alan Proud. Edward Arnold 83p. 7131 0022 2.

The "unseen poem" seems a perfectly valid way of testing students' responses to poetry at CSE or O level, and a selection of mainly contemporary poems on varying themes can provide both a valuable course and practice. But I have misgivings about the kind of teaching and learning encouraged by the study of a collection of poems which are set out in exactly the same way as in the examination paper.

It is almost impossible to read the poems without already being aware of the questions being asked immediately beneath: the withholding of the authors' names—only inconveniently listed with the poems at the end of the book—and the method of numbering (not by line, but by stanza) can provide both a valuable course and practice. But I have misgivings about the kind of teaching and learning encouraged by the study of a collection of poems which are set out in exactly the same way as in the examination paper.

poem could have been accorded adequate space to display its pattern and meaning, and questions could have been included at the end, or after each theme section. And why deprive the student of the immediate association of a poem with a poet? The introduction and list of critical terms are useful and adequate. Themes include birth, animals, the unadjusted, death and war, and Sylvia Plath's "Mirror" and George Barker's "A Rescue from drowning" are magnificent. The absence of love-poems seems a pity. Rachel Blake

Drama in practice

Lynn McGregor

Drama Guidelines. Edited by Cecily O'Neill et al. Heinemann Educational £1.25. 0 435 18670 1.
Drama Kit. By John Sealey. Oxford University Press £5.95. 0 19 312328 0.

In a good drama lesson, success often depends on spontaneous responses from the teacher. For this reason, it is not easy to be successful in suggesting ways of working or giving tips for lessons. *Drama Guidelines* has been written by members of London Drama; it encourages teachers to ask themselves why and how they teach and to assess their lessons.

The first part is a statement of the theoretical position of the ILEA drama advisory service concerning educational objectives. The second part comprises a variety of carefully laid out lesson descriptions indicating aims, lesson structures and the roles of the teacher.

The last part gives examples of other aspects of drama, for example, games, movement, relaxation and story-telling.

Although most of what is said is familiar, the rationale behind the book is sound and leaves the teacher in no doubt as to the standards expected of him. It is also one of the most imaginative and attractively designed books I have ever seen.

Drama Kit by John Sealey a 200-page ringed binder of source material. In attempting to advise teachers on planning and structuring drama lessons for the 10 to 15 age group, Sealey gives a wide variety of starting points and ideas for lessons both for the specialist and non-specialist.

He has tried to put the ideas of the Bullock report into practice of his book, mainly, differs from similar studies in that he attempts to indicate how drama can encourage a variety of language

usage. He also believes "beyond a certain point, necessary for pupils to use material in practical drama lessons". Although this is questionable, there are many useful sections concerning drama and culture.

However, because a large section of material is presented in a little difficult to find your way around and it is also expensive unless it is used as respect material for a number of teachers.

There are inevitably a number of difficulties in providing teachers with concrete examples of what to do, but often writers underestimate the importance of adopting a long-term planning in drama. Perhaps, a sad indictment on the state of teacher education there is currently, that both these types of books

Picture-strip Jesus

Kathleen Gibberd

Jesus and his message of Liberation. By P. Thivolyer. Translated by J. Selby-Lowndes. The Bible Reading Fellowship. £1.50. 900 164 39 5.

Except for a page of work suggestions at the end, this book of 120 pages is no more than a collection of picture-strips of the kind to be seen in teenage magazines; the colours are garish and the human figures stereotyped.

However, it is not as one teacher suggested, a "lazzard up Jesus" (she soon changed her mind). Look at it as a new transla-

tion of the gospels with the picture-strip employed as a language. If you then need ask is that there should be no comparing with the original, no cheap playing with the teenage gallery—and on these points, the book has a clean bill.

There are, of course, conversational interpolations but they are justifiably realistic. When caught in the storm on the sea of Galilee the disciples say: "Lower the sail and let the boat be blown away." "The sea's like hell let loose. The boat's shipping water! What's Jesus doing?" "He's asleep in the stern." Again there is no sliding easily over the reflective elements

that do not lend themselves to a facile treatment. "What use is a man if he gains the world but loses his soul?" says Nicodemus, who he must be born again. "I can't explain," says Jesus. "It means learning to live in a new way, means passing from a life level to a human level only, to a life level in God's way."

All the text is presented in an attractive script to which strip pictures lend themselves, and it includes quite large chunks of text information and explanation. The pictures of Jesus, as obvious as a young man with an acceptable, one hopes, young, and teachers will find an extensive work suggestions at the end useful.

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Cheshire Application forms (send see), unless otherwise stated, are obtainable from the Head of the school concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J.R.G. TOMLINSON M.A.
Director of Education

SCALE 2 POSTS AND ABOVE

YEAR TUTOR - SCALE 4
Norton Priory Comprehensive School
Castlefields, Runcorn WAT 2NT
Yatesville, Runcorn B62 6JH
Scale 4 SPA allowance. Required for January or earlier if possible. Help with housing if required. Completed application forms to be returned as soon as possible and not later than 10th June.

SCHOOL COUNSELLOR - SCALE 3
Saints Fisher and More RC High School
Widnes
S 11-17 Co-Ed Comprehensive School, 1,100 on roll. SPA Member of school-based Social Work Support Team.

COMMERCIAL SUBJECTS
Wade Deacon High School
Birchfield Road, Widnes WA8 7TD
Widnes
A full range of commercial subjects. Scale 2 post is available to a suitably qualified candidate.

PHYSICS - SCALE 3
Windsor Verdun Comprehensive School
High Street, Windsor
M10 1RN
Mixed 10 Form. Age range 11-18; 1,400 pupils including 180 in 6th Form.
Required for September, 1977 or January, 1978. To teach within the relevant Science Department. To teach and organise across the full age and ability range to CSE, 'O' and 'A' level and to give Scholastics in a well established, well equipped Department.

SCALE 1 POSTS

MODERN LANGUAGES
Asker Comprehensive School
Haswell Road, Asker ST7 2TR
Mixed 10 Form. Entry. Age range 11-18; 1,400 pupils including 180 in 6th Form.
A graduate teacher of French is required to teach up to 'A' level. The 'A' level course is used in the main school. Apply immediately by detailed letter.

ENGLISH
Hereford County Secondary Girls' School
Chester Road, Hartford, Northwich
A well qualified teacher of English required for this pleasantly situated school which is shortly to amalgamate with Lower School to form an integrated Comprehensive. Sympathy with an integrated Humanities approach in the first two years is desirable.

BIOLOGY
Poynton County High School
Vale Road, Poynton, Stockport, Cheshire
Graduate Biologist required in the developing Comprehensive School. Complete range of teaching facilities including work shop. School to form an integrated Comprehensive. Sympathy with an integrated Humanities approach in the first two years is desirable. Apply immediately with curriculum vitae to the Headmaster.

HUMANITIES
Blacon High School
Blairmore Road, Blacon, Chester
Mixed Comprehensive 12-18. No. on roll 1,200.
Teacher of Humanities subjects. Interest in CSE English and in the development of Social Studies courses an advantage.

MODERN LANGUAGES
Woolston High School
Holes Lane, Woolston, Warrington WA1 4LS
Developing Comprehensive 11-16 Mixed with Open 6th Form. 1,000 pupils. Entry. Age range 11-18; 1,000 pupils including 180 in 6th Form.
Qualified teacher of French. Ability to teach Spanish and/or German an advantage. Varied work available in strong and expanding department.

ENGLISH
St Nicholas RC High School
Greenbank Lane, Hartford, Northwich CW8 1JW
Mixed 10 Form. Entry. Age range 11-18; 1,400 pupils including 180 in 6th Form.
A well qualified teacher of English required for this pleasantly situated school which is shortly to amalgamate with Lower School to form an integrated Comprehensive. Sympathy with an integrated Humanities approach in the first two years is desirable. Apply immediately with curriculum vitae to the Headmaster.

SECONDARY Other Appointments continued

CUMBRIA EDUCATION COMMITTEE... HULLHOPE SECONDARY SCHOOL... ASSISTANT TEACHERS (Scale 1)...

CUMBRIA EDUCATION COMMITTEE... ST. BEVEDICT'S R.C. HIGH SCHOOL... ASSISTANT TEACHERS (Scale 1)...

GLOUCESTERSHIRE... GUILFORD SECONDARY SCHOOL... ASSISTANT TEACHERS (Scale 1)...

BORDERS REGIONAL COUNCIL PRIMARY SCHOOLS

Teaching Posts... PART-TIME VISITING TEACHER OF FABRIC CRAFT... PART-TIME VISITING TEACHER OF PHYSICAL EDUCATION...

SECONDARY SCHOOLS

Promoted Post... JEDBURGH GRAMMAR SCHOOL... ASSISTANT PRINCIPAL TEACHER GUIDANCE...

Teaching Posts

HAWICK HIGH SCHOOL... ASSISTANT TEACHERS (Scale 1)...

PEEBLES HIGH SCHOOL... ASSISTANT TEACHERS (Scale 1)...

Applications are invited from suitably qualified and registered teachers for the above posts.

Comprehensive School SCALE 1 POSTS... BRAMPTON MANOR SCHOOL... Roman Road, London E8 3SQ... Physical Education Teacher for Boys... Mathematics Teacher... Teacher of Physics and General Science... Teacher of Woodwork... LONDON BOROUGH OF NEWHAM

LINCOLNSHIRE ASSISTANT TEACHER LINCOLN CHRIST'S HOSPITAL... ASSISTANT TEACHERS (Scale 1)...

NEWHAM... ASSISTANT TEACHERS (Scale 1)...

KNOWLEYS (Metropolitan Borough of)... ASSISTANT TEACHERS (Scale 1)...

ROTHESHAM... ASSISTANT TEACHERS (Scale 1)...

WIGAN... ASSISTANT TEACHERS (Scale 1)...

CITY OF SALFORD... ASSISTANT TEACHERS (Scale 1)...

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SPECIAL EDUCATION continued... HEADS OF DEPARTMENT... EALING... ASSISTANT TEACHERS (Scale 1)...

NEWCASTLE UPON TYNE... ASSISTANT TEACHERS (Scale 1)...

CUMBRIA... ASSISTANT TEACHERS (Scale 1)...

DEVON... ASSISTANT TEACHERS (Scale 1)...

DORSET... ASSISTANT TEACHERS (Scale 1)...

LIVERPOOL... ASSISTANT TEACHERS (Scale 1)...

WILTSHIRE... ASSISTANT TEACHERS (Scale 1)...

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GLoucestershire... ASSISTANT TEACHERS (Scale 1)...

HARNEY... ASSISTANT TEACHERS (Scale 1)...

HILLINGDON... ASSISTANT TEACHERS (Scale 1)...

LEICESTERSHIRE... ASSISTANT TEACHERS (Scale 1)...

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COLLEGES OF FURTHER EDUCATION continued

LONDON
INNER LONDON EDUCATION AUTHORITY
SOUTH EAST LONDON COLLEGE OF FURTHER EDUCATION

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SOUTH WEST LONDON COLLEGE OF FURTHER EDUCATION

LIVERPOOL
Applications are invited for the following posts...

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County of Cleveland TEESIDE COLLEGE OF ART

Principal: Derrick Hawker NDD, AFD, FRSA. Applications are invited from suitably qualified persons for the following posts:

LECTURER II - Design History and Related Studies
The successful candidate will be required to teach Design History and Appreciation with particular reference to the 20th Century...

LECTURER I - Graphics Practices and Visual Studies
Applicants should be skilled practitioners and must have an active educational interest in Graphic Design and in allied studio skills and practices...

LECTURER I - Drawing and Painting
Applicants should be competent specialists in this field with a keen interest in visual education and a willingness to be involved in a broad spectrum of teaching with full and part-time students...

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COLLEGES OF FURTHER EDUCATION continued

WAKEFIELD (City of)
WAKEFIELD COLLEGE OF FURTHER EDUCATION

WAKEFIELD (City of)
WAKEFIELD COLLEGE OF FURTHER EDUCATION

WALSLEY COLLEGE OF TECHNOLOGY
Applications are invited from suitably qualified persons for the following appointments:

LECTURER GRADE 3 IN COMMUNITY STUDIES FOR BUSINESS STUDIES

DEPARTMENT OF MANAGEMENT AND BUSINESS
LECTURER I IN LEAN LOGISTICS

SUNDERLAND EDUCATION COMMITTEE
MUNICIPALITY COLLEGE OF FURTHER EDUCATION

LECTURER GRADE 1 IN COMMUNITY STUDIES FOR BUSINESS STUDIES

SURREY EDUCATION COMMITTEE
SURREY COLLEGE OF FURTHER EDUCATION

WOLVERHAMPTON
WOLVERHAMPTON COLLEGE OF FURTHER EDUCATION

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Colleges and Departments of Art

CLEVELAND COLLEGE OF EDUCATION
HAITHAM COLLEGE OF EDUCATION

CORNWALL COLLEGE OF EDUCATION
SCHOOL OF ART

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CORNWALL COLLEGE OF EDUCATION
SCHOOL OF ART

Universities

GLASGOW UNIVERSITY
Applications are invited for the Chair of Education, which will be vacant on 1st January 1978...

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Derby Lonsdale College of Higher Education HEAD OF SCHOOL OF SCIENCE

Further particulars and application forms may be obtained from the Secretary to the Deputy Principal, Derby Lonsdale College of Higher Education, Kedleston Road, Derby, DE3 1GB, to whom completed forms should be returned as soon as possible.

NEWMAN COLLEGE (R.C. College of Education)

Applications are invited for the post of HEAD OF THEOLOGY

at Principal Lecturer level. College awards are validated by the University of Birmingham and the successful candidate will be responsible for the organization of every aspect of the subject up to BEd Hons level, both initial and in-service, and for further College developments in the field of theology and religious education.

Applications (no forms) with a detailed Curriculum Vitae and the names and addresses of three referees should be sent to the Principal as soon as possible at the above address.

Fellowships Studentships and Research Awards

ABERDEEN THE UNIVERSITY
DEPARTMENT OF EDUCATION
SCHOOL OF STUDENTSHIPS

Applications are invited for the following part-time posts to take effect from January 1978:

NEW ZEALAND UNIVERSITY OF OTAGO
DEPARTMENT OF EDUCATION

ESSEX COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATION

ESSEX COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATION

THE OPEN UNIVERSITY PART-TIME TUTORIAL AND COUNSELLING STAFF

Applications are invited for the following part-time posts to take effect from January 1978:

TUTOR COUNSELLORS have duties similar to Course Tutors in relation to the tuition of a group of students on one of the five Foundation courses. They also have counselling responsibilities for a larger group of students on both Foundation and Higher level courses.

TO obtain application forms and further particulars apply to the POSTCARD to the Tutor Office (TBS), The Open University, P.O. Box 82, Walton Hall, Milton Keynes, MK7 6AU. Early application is advised and completed application forms should be submitted to one of the University's Regional Offices by the closing date of Friday, 17th June.

It should be noted that it is likely that existing members of the tutorial and counselling staff will be reappointed to many of the posts on continuing duties. There has been no previous recruitment, however, for the 12 courses to be presented for the first time in 1978.

TEESIDE COLLEGE OF ART
Principal: Derrick Hawker NDD, AFD, FRSA. Applications are invited from suitably qualified persons for the following posts:

KENT County Council Education Department
H. M. REMAND CENTRE
Cookham Wood, Rochester
Applications are invited for the post of ASSISTANT TO THE EDUCATION OFFICER

Polytechnics Other Appointments
LONDON
CITY OF LONDON COLLEGE OF EDUCATION

COLLEGES OF HIGHER EDUCATION
Applications are invited for the following part-time posts to take effect from January 1978:

Chelsea-Westminster

Adult Education Institute
Marlborough School, Sloane Avenue, S.W.3

Head of Department (Grade II) of Fashion & Creative Crafts

required for September 1977. Duties will include the administration, organisation and supervision of classes throughout the Institute (including classes in Social Services Centres and Residential Homes), and in-service training courses.

Applicants should have recognized B.A.Hons. City & Guilds or similar qualifications, together with experience in Adult Education. Industrial experience would be advantageous.

Details and application forms returnable by 10th June from the Senior Administrative Officer at the Institute. (Foolsop s.a.e.)

COLLEGES OF HIGHER EDUCATION continued

ESSEX COLLEGE OF HIGHER EDUCATION
Victoria Road South, Chelmsford
Tel: 0206 94441

WALLES COLLEGE
ATHROFA COLLEDD-DYMYRI
THE NORTH G. WALES INSTITUTE OF HIGHER EDUCATION

LANCASTER COLLEGE OF EDUCATION
Applications are invited from qualified teachers for the post of Lecturer in Primary and Secondary Education.

DEVON COLLEGE OF EDUCATION
Part-time DRAMA LECTURER
Applications are invited for the post of part-time drama lecturer.

LANCASTER COLLEGE OF EDUCATION
Applications are invited for the post of Lecturer in Primary and Secondary Education.

SUNDERLAND COLLEGE OF EDUCATION
Applications are invited for the post of Lecturer in Primary and Secondary Education.

MONTECATINI COLLEGE OF EDUCATION
Applications are invited for the post of Lecturer in Primary and Secondary Education.

LANCASTER COLLEGE OF EDUCATION
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Adult Education

BROMLEY COLLEGE OF EDUCATION
Applications are invited for the post of Lecturer in Primary and Secondary Education.

CAMBRIDGE COLLEGE OF EDUCATION
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Applications are invited for the post of Lecturer in Primary and Secondary Education.

Lancashire County Council

YOUTH SERVICE

YOUTH TUTOR

Wyre District
Closing date 6th June, 1977

Salary J.N.C. Range 3 Points 1-5 (£3,426-£3,868) plus £312 supplement plus latest supplement.

Forms/further details from/returnable to the District Education Officer, Education Offices, Lockwood Ave., Poulton Le-Fylde FY6 7AD.

Royal County of BERKSHIRE

YOUTH AND COMMUNITY WORKER (PART-TIME 50%)

£3,903-£4,389 (pro rata)

Applications are invited from suitably qualified persons for appointment as Youth and Community Worker at the Sandhurst Youth and Community Centre.

Interested? Telephone John Ashdown (Reading 65981 Ext 231). Further details and application form from Director of Education (YCS), Education Department, Kennet House, 80/82 Kings Road, Reading RG1 3BL. Closing date 10 June, 1977.

Tayside Regional Council

SOCIAL WORK DEPARTMENT ACTIVITIES CENTRE LEADER

£3474-£3828 PLUS £312 PAY SUPPLEMENT (Refer to 40/71)

Location: Children's Activities Centre, Rowans Cottage, Melrose Street, Dundee

Applications are invited from Youth Workers, Teachers, Social Workers and other suitably qualified persons for the post of Activities Centre Leader. The post is related to the division's intermediate treatment programme.

Applications are sought from suitably qualified persons for the post of Activities Centre Leader. The post is related to the division's intermediate treatment programme.

Assessment Centres

Applications are invited for the post of Assessment Centre Officer.

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ASSESSMENT CENTRES Appointments continued

Applications are invited for the post of Assessment Centre Officer.

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NORTHUMBERLAND COUNTY COUNCIL

PERIPATETIC YOUTH LEADER
Required for September for the West of the County. The person appointed must be prepared to travel throughout the West of the County and to be involved in work at school holiday work.

Traveling expenses will be met in accordance with approved scale.

J.N.C. conditions and salary will apply.

Application forms returnable by 10th June, and further details and application forms obtainable from the District Education Officer, Education Offices, Lockwood Ave., Poulton Le-Fylde FY6 7AD.

Applications are invited for the post of Peripatetic Youth Leader.

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OVERSEAS TEACHING POSTS

ITALY ANGLIO-ITALIAN ASSOCIATION
Applications for the academic year 1977-78 are invited from qualified teachers for eight month contracts.

ITALY ASSISTANT TEACHER OF ENGLISH
Applications are invited for the post of Assistant Teacher of English.

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Applications are invited for the post of Assistant Teacher of English.

THE BRITISH COUNCIL

Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate service quoting relevant reference number and title of post for further information and application form to The British Council (Appointments), 85 Davies Street, London W1Y 2AA.

RECREATION OFFICER

QUEENSMead/SOUTH RUISLIP LEISURE CENTRES

Misc. 7/8 £2,976-£3,471 p.a. Including London Weighting plus £312 Supplement

Responsible to the Manager for the safe and effective use of the Centres and for the supervision of manual staff. The postholder will regularly be in charge of a centre and will assist in various administrative duties. The working rota is 144 hours in a four week period involving mainly evening and weekend duties.

The sports offered at the Centres include gymnastics, football, badminton, basketball and table tennis. Exhibitions, demonstrations and recreational pursuits such as dancing and leap fit are also organised. Applicants should be qualified in one or more sports and have an up to date First Aid Certificate or be willing to gain such a certificate.

The successful candidate will commence duty in mid July. HILLINGDON is situated to the west of Greater London, borders on Bucks and Herts, yet offers easy access to Greater London. One third of its 45 square miles is Green Belt.

Application forms and further details available from the Personnel Officer, quoting reference LB/28/7X Civic Centre, Uxbridge, Middlesex UB8 1UW. Telephone Uxbridge 80589. Closing date 10 June, 1977.

LONDON BOROUGH OF HILLINGDON

EALING, HAMMERSMITH AND HOUNSLOW AREA HEALTH AUTHORITY (7)

SENIOR HEALTH EDUCATION OFFICER (Scale 9)

Salary £4,882-£5,857 p.a.

A Senior Health Education Officer is needed to join a progressive team responsible for developing comprehensive health services within the Area.

This is a challenging post based in the South Hammersmith Health District.

Job description and application form obtainable from Diana Hibbert, Area Personnel Department, Ealing, Hammersmith & Hounslow Area Health Authority (Teaching), 92 Barnes Road, Hounslow, TW3 3EL. Tel: 01-570 7715, Ext. 93.

Informal enquiries should be made to Dorothy Thomson on Ext. 126. Closing date for applications: 13th June, 1977.

ADMINISTRATION General continued

SOUTHAMPTON SPORTS CLUB MANAGER

Required for South Coast Club. The successful candidate will be responsible for the control and supervision of the club's administrative, financial, social and social activities.

This is an administrative appointment. The successful applicant will be responsible for the control and supervision of the club's administrative, financial, social and social activities.

A salary of up to £3,000 together with a pension scheme is available for the right person. Details of the position, including a full description of duties, should be sent to the Personnel Officer, Southampton Sports Club, 100, Southdown Road, Southampton, SO9 4JF. Telephone: 07-362 2011.

THE NATIONAL SOCIETY FOR MENTALLY HANDICAPPED CHILDREN

requires a HOLIDAY FACILITIES DEVELOPMENT OFFICER

The development of holiday facilities for handicapped children is a major objective of the Society. The successful candidate will be responsible for the development of holiday facilities for handicapped children in the South West region.

Applicants should be prepared to work unsocial hours and to accept responsibility for all aspects of the project. For further information contact the Personnel Officer, quoting reference NS/28/7X Civic Centre, Uxbridge, Middlesex UB8 1UW. Telephone Uxbridge 80589. Closing date 10 June, 1977.

THE SPASTICS SOCIETY CAREERS OFFICER

(North West England and North Wales)

To be the representative of a small team assisting in the provision of specialist advice to people with physical disabilities. The successful candidate will be responsible for the provision of specialist advice to people with physical disabilities.

Applicants should be prepared to work unsocial hours and to accept responsibility for all aspects of the project. For further information contact the Personnel Officer, quoting reference NS/28/7X Civic Centre, Uxbridge, Middlesex UB8 1UW. Telephone Uxbridge 80589. Closing date 10 June, 1977.

SAVE THE CHILDREN

Senior Child Care Officer

Save the Children is a Methodist foundation and applicants should be members of the Church of England or a Methodist. The successful applicant will be responsible for the provision of specialist advice to people with physical disabilities.

Applicants should be prepared to work unsocial hours and to accept responsibility for all aspects of the project. For further information contact the Personnel Officer, quoting reference NS/28/7X Civic Centre, Uxbridge, Middlesex UB8 1UW. Telephone Uxbridge 80589. Closing date 10 June, 1977.

Community Relations Officers

(AP5-S01 £3,825-£4,545 + £312 supplement) (under review)

(1) OLDHAM COUNCIL FOR COMMUNITY RELATIONS (Closing date 10 June)

(2) SCUNTHORPE AND DISTRICT COMMUNITY RELATIONS COUNCIL

Each officer, preferably over 30, will be responsible to his/her Executive Committee for its full programme of work directed to achieving racial equality. The officer in Oldham will lead a team of professional staff. The officer in Scunthorpe will also act as Secretary to the Council.

Community Relations Officer

(AP4-5 £2,366-£4,095 + £312 supplement) (under review)

ALESSBURY VALE COMMUNITY RELATIONS COUNCIL To act as Secretary to the Council and to be responsible to it for its programme of work for racial equality. Also to assist in the development of a strategy for Buckinghamshire County. Professional supervision and guidance given by the CRO in Wycombe.

Assistant Community Relations Officers

(AP2 £2,828-£2,953 rising to AP3 £2,922-£3,282 after satisfactory completion of initial training period; normally 18 months. Plus £312 supplement. Salary scales under review)

(1) BRADFORD METROPOLITAN DISTRICT COMMUNITY RELATIONS COUNCIL Responsible to the Senior CRO for the Council's work in employment and in health and welfare.

(2) HACKNEY COMMUNITY RELATIONS COUNCIL Responsible to the Senior CRO for general reference and research work and for advice to agencies and individuals in the field of employment.

(3) LITCHFIELD COUNCIL FOR COMMUNITY RELATIONS Responsible to the Senior CRO for work directed to the needs of young people of ethnic minorities (some assistance with general advisory work).

(4) OXFORD COMMITTEE FOR COMMUNITY RELATIONS Responsible to the CRO for work mainly in the fields of youth, education and general casework.

(5) SANDWELL COUNCIL FOR COMMUNITY RELATIONS Responsible to the Senior CRO for the Council's education and youth work.

Successful applicants will be expected to undertake an initial residential training course. Contributory pension scheme. Secretarial help and office accommodation. Applicants should be able to take up their posts as soon as possible. On receipt of large self-addressed envelopes, further details and application forms, to be returned not later than 15 June, 1977, obtainable from Development Division, Community Relations Commission, 18/19 Bedford Street, London WC2E 9HX.

Essex County Council

VOLUNTARY SERVICE OVERSEAS

SENIOR EDUCATION OFFICER

to supervise the recruitment, selection and proper development of voluntary staff for the provision of educational services in the field of education. The successful candidate will be responsible for the provision of specialist advice to people with physical disabilities.

Applicants should be prepared to work unsocial hours and to accept responsibility for all aspects of the project. For further information contact the Personnel Officer, quoting reference NS/28/7X Civic Centre, Uxbridge, Middlesex UB8 1UW. Telephone Uxbridge 80589. Closing date 10 June, 1977.

Child Care

NATIONAL CHILDREN'S HOME TRAINING COLLEGE

requires a SENIOR EDUCATION OFFICER

The successful candidate will be responsible for the provision of specialist advice to people with physical disabilities. The officer in Oldham will lead a team of professional staff. The officer in Scunthorpe will also act as Secretary to the Council.

Applicants should be prepared to work unsocial hours and to accept responsibility for all aspects of the project. For further information contact the Personnel Officer, quoting reference NS/28/7X Civic Centre, Uxbridge, Middlesex UB8 1UW. Telephone Uxbridge 80589. Closing date 10 June, 1977.

WEST MIDLANDS ADVISORY COUNCIL FOR FURTHER EDUCATION

Administrative Assistant

Salary Scale S01 £4,239-£4,545 p.a. plus £312 supplement

Applicants should have good academic qualifications and have some experience in administration, preferably in the Further Education field.

Duties include work with Committees concerned with Further Education and evaluation and interpretation of statistics. The office is situated in central Birmingham. Application forms and further particulars from the—

Chief Education Officer Administration and Services (Personnel) Branch Education Offices Margaret Street, Birmingham B2 4JG (Telephone: 021-235 2187)

Cheshire

Assistant County Careers Officer

Special Services S01/2 £4,239-£4,992 plus £312 p.a. supplement

Chester Based in County Hall, this officer will co-ordinate both the County's service to handicapped young people and the young unemployed. Candidates must be qualified Careers Officers and experience of work with the handicapped is desirable.

Application forms and further particulars are obtainable from the Director of Education, Cheshire County Council, County Hall, Chester CH1 1BF. Closing date: 17th June.

Essex County Council

Senior Administrative Assistant

Southern Area Education Office—Post E198 Salary AP5 £3,825-£4,095 plus £312 supplement per annum

Applications are invited for the above post as Leader of the Support Services Section in the Area Education Office, Ipswich.

The successful applicant will be responsible for the oversight of the Support Services Section, which includes providing clerical support to the school meals service, education welfare services, etc.

Generous fringe benefits, e.g. removal expenses, settling-in allowances are available, in appropriate circumstances.

Application forms and further details, for which a stamped addressed envelope are required, are obtainable from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ.

Suffolk County Council

Deputy Director of Education

SALARY £2,258-£2,838 (plus part of £312 supplement where payable)

Applications are invited for this post which will be vacated in November, 1977, on the retirement of the present holder.

Application forms and post details may be obtained from the Personnel Section, Manpower Services, Room 57, The Council House, Earl Street, Coventry CV1 6RR, telephone (0203) 25555, extension 2520, and should be returned by June 16, 1977.

coventry

THE ASSOCIATED EXAMINING BOARD

For the General Certificate of Education (G.C.E.)

Westminster House, Aldershot, Hampshire GU11 1JY. Telephone: 01246 31111. Fax: 01246 31111. Website: www.the-examining-board.co.uk

SENIOR ADMINISTRATIVE ASSISTANT

Southern Area Education Office—Post E198 Salary AP5 £3,825-£4,095 plus £312 supplement per annum

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CHILD CARE Appointments continued

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WELSH JOINT EDUCATION COMMITTEE

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